DOCUMENT RESUME

ED 349 384 CE 061 106

AUTHOR Barbieri, Marty
TITLE Career Resource Center Handbook.
INSTITUTION East Texas State Univ., Commerce. Educational Development and Training Center.
SPONS AGENCY Texas Education Agency, Austin.
PUB DATE 91
NOTE 156p.
AVAILABLE FROM Educational Development and Training Center, East Texas State University, Commerce, TX 75429 (order no. CI-160-HB).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Counseling; Career Information Systems; Career Planning; Computer Software; Elementary Secondary Education; Employment Interviews; *Employment Potential; Financial Support; *Information Sources; Instructional Materials; Job Placement; *Job Search Methods; *Job Skills; Resource Materials; Special Needs Students
IDENTIFIERS *Career Resource Centers

ABSTRACT

This handbook explains how to develop, equip, and staff a Career Resource Center. Following the introductory material, 10 sections contain lists of information sources and materials under the following headings: (1) reference materials; (2) employability skills resources; (3) employability skills curriculum; (4) films and videos; (5) computer career information delivery systems; (6) staff resources; (7) funding sources; (8) special populations resources; (9) job placement services; and (10) supplemental reading and resources. This guide also contains samples of the following forms: student and instructional staff registry forms, monthly use form, employer job announcement form, and job filled card. The last half of this document is an appendix containing an employability skills (job application and interview) instructional unit. This unit contains the following sections: unit objective; specific objectives; notes to the instructor; answers to assignment sheets; information sheets; assignment sheets; tests; and transparency masters. (NLA)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED349384

# Career Resource Center Handbook

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

M Hendrix

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CAREER PLACEMENT

CE061106

Educational Development & Training Center
East Texas State University • Commerce, TX 75429

CI 160 HB

BEST COPY AVAILABLE

# Career Resource Center Handbook

*Prepared by*
*Marty Barbieri*
*Project Coordinator*

*Published by*
*Educational Development and Training Center*
*East Texas State University*
*Commerce, Texas*

*in cooperation with*
*Texas Education Agency*
*Vocational Education Programs*
*Austin, Texas*

CI-160-HB

**FIRST EDITION**
**1991**

*First printing 1991 — 500 copies*

*© 1991 by the Educational Development & Training Center, East Texas State University*

*All rights reserved. No part of this book may be reproduced in any form or by any means without written permission from the publisher.*

*Brand names, company names, trademarks, or other identifying symbols appearing in the text are used to clarify and identify and do not constitute a recommendation or endorsement.*

*To ensure educational equity, this material has been reviewed to eliminate bias or stereotyping.*

**Educational Development & Training Center**
*East Texas State University • Commerce, TX 75429*
*(903) 886-5624*

# TABLE OF CONTENTS


Acknowledgments . . . . . v

Introduction . . . . . 1

Developing the CRC . . . . . 3

Equipping the CRC . . . . . 7

Staffing the CRC . . . . . 29

Reference Materials . . . . . 35

Employability Skills Resources . . . . . 39

Employability Skills Curriculum . . . . . 41

Films and Videos . . . . . 43

Computer Career Information Delivery Systems . . . . . 45

Staff Resources . . . . . 47

Funding Sources . . . . . 49

Special Populations Resources . . . . . 51

Job Placement Services . . . . . 55

Supplemental Reading and Resources . . . . . 61

Forms . . . . . 67

Appendix—Employability Skills Unit . . . . . 75

## ACKNOWLEDGMENTS

This project was fueled by individuals who believe that all students have the right to benefit from career information. They believe that knowledge gained from that information can be used to establish a career development plan opening a future of opportunity rather than settling for the limitations of chance. This project staff wishes to thank the following people who were willing to find time in already full schedules to ensure the completion of the project because of their belief in its potential benefit to students:

Sylvia Clark, Vocational Guidance Program Director, Texas Education Agency, who provided guidance and support from the initial advisory committee meeting through to the last edit of the final draft.

The advisory committee members who shaped the structure of the manual, provided the specific information for services, materials, and references to be used to develop a Career Resource Center, and then served as editors of the draft to be sent to field review sites:

Sylvia E. Anderson, Weatherford ISD
Linda Cegiel, Eagle Mountain-Saginaw ISD
Myra Hasty, Grand Prairie ISD
Larry Kolb, Southwest Texas State University
R. Allen Long, Socorro ISD
Pat McLeod, University of North Texas
E. Lourene Pigg, DeSoto ISD
Lenore Sloane, Delmar College
Jessie Teddlie, Fort Worth ISD
Lillian Walker, Galveston ISD

To those field test reviewers who provided invaluable comments as professionals who translated this information from paper to reality:

Ann Alexander, Counselor, Lockhart ISD
Jodi Anderson, Director, New Horizons Alternative Learning Center, Greenville ISD
Kay Archer, Vocational Counselor, Temple ISD
Judy Beleot, Vocational Supervisor, Edgewood ISD
Bob Chapman, Vocational Supervisor, Corpus Christi ISD
Lila LaGrange, Career Investigation Teacher, Mansfield ISD
R. Allen Long, Vocational Supervisor, Socorro ISD
Buford Neal, Job Placement Coordinator, Fort Worth ISD

To the Educational Development and Training Center staff who "magically" transformed pencil-drafts into the finished product:

Ludonna Jackson, Editor
Bob Norsworthy, Graphic Artist
Pat Johnson, Word Processing Specialist
Carol Myers, Secretary

And to Mary Hendrix, project director, who manages each project (of several) under her direction as if it were the only one, provides time to each of her staff members as if he/she were the only one, and is a great resource 'cause she knows "lots of stuff."

Marty Barbieri
Project Coordinator

# Introduction

Laying the foundation for students' life-long career development is the purpose of the campus-based Career Resource Center (CRC). Career development involves an on-going process of gathering information concerning the myriad of possibilities in the world of work, making choices based on that information, and then periodically revising those decisions based on personal growth, change in personal situation, or change in the demands and opportunities in the job market. A well-developed information and skills base concerning the world of work will continually enhance the number and quality of opportunities throughout the student's life, whereas lack of such skills will serve to diminish those opportunities.

The Career Resource Center should provide core materials that address the following:

- Occupational information
  What's out there?
- Employment trends
  What's likely to be out there in the long haul?
- Employability skills
  How do I get in?
- Sources for specific skills acquisition
  What do I do when I get in?
- Work behavior
  How do I stay in?
- Career Planning
  How do I make on-going employment decisions?
  How do I get there from here?

Certainly, if the campus serving as the home for the Career Resource Center has the financial and personnel resources to add to that "core" offering, it would further enhance the student's opportunity for developing career skills.

Throughout the development of the Career Resource Center, regardless of the level of resources available, the primary question should be: How do we facilitate the dissemination of information **out** of this Career Resource Center? From the basic to the most complete center, the true measure of its value is the extent to which the information available actually

reaches students. The Career Resource Center must be "user friendly" in terms of students seeking information for themselves, as well as teachers wishing to include vocational applications in their subject areas or desiring materials for stand-alone career units. A registry system for use of materials will ensure sequential presentation of materials and prevent duplication. The registry will also help counselors, coordinators, or administrators track use of materials and services so that technical support, additional coordination services, or budgetary decisions reflect actual utilization (example form shown in the back of this guide).

The Career Resource Center is a natural liaison between the school and community and can promote mutually beneficial interaction. The Career Resource Center can provide a single location for employers to pass along information to the school district concerning full-time or part-time employment opportunities. This information can be forwarded to school job placement personnel and can be posted for students. This posted job information can refer students to the employer directly, or to appropriate school job placement personnel.

The CRC can grow to include services very naturally for the entire community. Job listings and reference materials can be used by all persons from the community. Special seminars on topics such as refreshing job seeking skills, re-entry into the work force by homemakers, and career changes could be coordinated through the CRC.

Financial and personnel resources, administrative support, and space availability will vary from district to district across the state. It should not be felt that ***only*** districts with optimum circumstances can implement a Career Resource Center. Each section of this handbook will be subdivided into three levels of commitment in terms of money, personnel and space.

A **Core Center** offers basic reference materials, suggestions for the compilation of instructional units, and a vehicle for employer/community interaction.

An **Expanded Core Center** offers the core materials and activities, plus additional print, video, and computer materials and equipment.

A **Comprehensive Center** offers a wide range of print, video, and computer materials and equipment, as well as the availability of a career counselor who can provide advice and technical support for individuals and teachers who desire information. The Center will serve not only as a clearinghouse for career information but also as a job placement center. A high level of interaction between the Center and the community will be maintained.

The purpose of this manual is to serve as a guide for local school personnel who are interested in beginning a career center. The intent is to provide practical, how-to information in a concise manner. A supplemental reading and resources reference section is included for those wishing further information.

# Developing The CRC

## STEP 1

A small group of approximately five people should be involved in the development of the Career Resource Center (CRC). Selection of these five people should be based upon their interest in helping to establish an on-site CRC. Optimally, the membership would be multidisciplinary, encouraging ideas and bringing forward needs from each department on campus. The librarian would be an especially helpful member because of his/her experience in serving as a resource specialist for the entire campus, as well as experience in ordering, cataloging, and tracking materials. Each one should read through this handbook, making notes of assets (+) and stumbling blocks (-) that he/she believes are present in the school district concerning successful CRC implementation. The group should then meet for the first time and bring these ± notes. Using two large sheets of paper taped to the wall, list the positive points on one sheet and the stumbling blocks on another. Discuss using the positive points to work through the negative, then brainstorm solutions to the remaining negative aspects. At the close of the meeting, the positive points should have received as much attention as the stumbling blocks. The unresolved stumbling blocks now become hurdles and not brick walls.

## STEP 2

Obtain administrative approval and select an advisory committee.

Recommendations for membership:

**Parents** - One per grade level that will be served by the CRC. In most cases, that will be 4 to 7 persons representing 6th-12th grades

**Community representatives** - 3 to 4 persons from business and industry

**School Counselor** - A career guidance specialist, if available

**Proposed coordinator for the CRC** - See the handbook section on staffing for suggestions

**Principal** or other administrator from the campus which houses the CRC

**Two members from the five-person Development Committee.**

This group should be held to 12 persons if possible, with at least 10 and no more than 15 members. These members should be active in the community and be willing to make a strong commitment to the development of the CRC. Advisory committee members must be willing to hold a high priority for meeting attendance. This includes meetings during the development

phase, and the revision/support meetings held at approximately six-week intervals during the first school year that the CRC is in operation. While committee membership might evolve into one-year terms, it would be very helpful if the initial committee members served during the development phase and the first year of implementation.

**Note:** Each committee member should be advised (and reminded) to bring their personal and business calendars to the meetings. That is especially true for the first meeting because future meeting dates should be set at that time.

## STEP 3

The members comprising the five-person development committee will present their preliminary findings and ideas at the first meeting, seeking the advisory committee's suggestions for making full use of the identified strengths and for lowering the identified hurdles. The development committee will then take the suggestions and continue to work out the specifics for implementation. During this phase, the committee will use the handbook, section by section, as a tool for writing specific objectives for the CRC, describing the initial services and corresponding equipment, space, and furnishing needs. The committee will also formulate evaluation methods and a long-term growth and expansion of services plan.

As previously stated, the development committee will continue to work out specifics, while the committee's representatives will bring these plans to the advisory committee. Members may have individual or small group assignments to bring needed information back to the planning committee. The advisory committee will serve not only as a source for ideas and information gathering, but will also prepare the community to support the CRC. The development committee will bring planning details to campus administrators and the district's school board as appropriate per district policy.

# Notes

# Equipping The CRC

Basic furnishings and equipment suggestions are offered in this section of the handbook. The Core Center is discussed first, with a basic furnishings list, and then the Expanded Core and Comprehensive Center follow. As addition of services progresses, expansion of equipment and furnishings will be required. It will be immediately apparent that these suggestions are by no means exhaustive. The intent is that start-up needs can be met by following these lists. As the CRC is used, individual districts can fine-tune their Center by purchasing items specific to their location, needs, and career opportunities.

This section also contains examples of floor plans designed by the Model Career Center Project Advisory Committee. As you look over these plans, you may more easily begin to visualize the arrangement that would best fit the needs of your students. You will find graph paper and furnishing tokens included so that you can play interior decorator by pushing around paper instead of furniture. Your building maintenance supervisor will be eternally grateful!

The third entry in this section is titled **Points to Ponder**. This brief list of questions helps determine the objectives the CRC will meet in your school and the furnishings and equipment necessary to accomplish this.

At this stage, you need to make a list of specific items identified after the above pondering exercise. Equipment needs summary sheets are included so that a budget can be prepared for purchase. Be sure to list all equipment, even those items that are available to you within your district. Those items will not need to be purchased, but will need to be located and moved to the CRC. Use a highlighter to mark those items so that they can be omitted from the cost analysis.

## CORE CENTER

- TABLES
- CHAIRS
- BOOKSHELVES
- JOB BOARD
- CHECK OUT REGISTER BOARDS

It is possible to establish a Career Resource Center with minimal investment for equipment. If, for example, the Center will be located in the school library, existing tables, chairs, checkout facilities and bookshelves can be used. It is important to consolidate all materials of the career section and locate them in an area that will encourage browsing and facilitate research by both teachers and students. It might be helpful to shelve some materials for teacher/group use only and designate other materials for individual student use. The librarian will need to keep an advance check out register so teachers will be able to plan cooperatively for the use of the career materials (example form shown in the back of this guide).

## EXPANDED CORE CENTER

- TABLES
- CHAIRS
- BOOKSHELVES
- JOB BOARD
- CHECK OUT REGISTER BOARDS

+

- VCR AND MONITOR
- COMPUTER WITH PRINTER
- COMPUTER TABLE
- COMPUTER DISK STORAGE

Whether in the counseling center or in a separate room, the AV and computer equipment for the Expanded Core Center will require staff supervision in storage and use. The VCR and monitor can be set up for use in the Career Resource Center area itself, if room allows, or it can be placed on a rolling cart for use in classrooms. If the equipment is set up to be used outside the Center, guidelines must be written so the equipment is used only on an advanced reservation basis and will be used only with CRC materials. Teachers desiring to check out AV equipment must demonstrate proper operating skills.

The computer equipment must be supervised at all times. Students and teachers would certainly be able to operate the computer independently, but only after demonstrating knowledge and skills required for proper operation. The computer should be permanently located in the Center.

## COMPREHENSIVE CENTER

- TABLES
- CHAIRS
- BOOKSHELVES
- JOB BOARD
- CHECK OUT REGISTER BOARDS

+

- VCR AND MONITOR
- COMPUTER WITH PRINTER
- COMPUTER TABLE
- COMPUTER DISK STORAGE

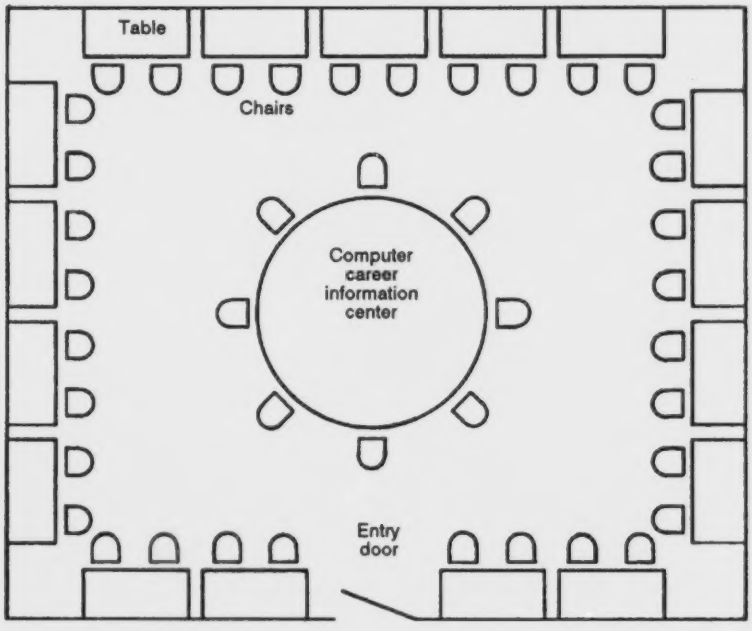
+

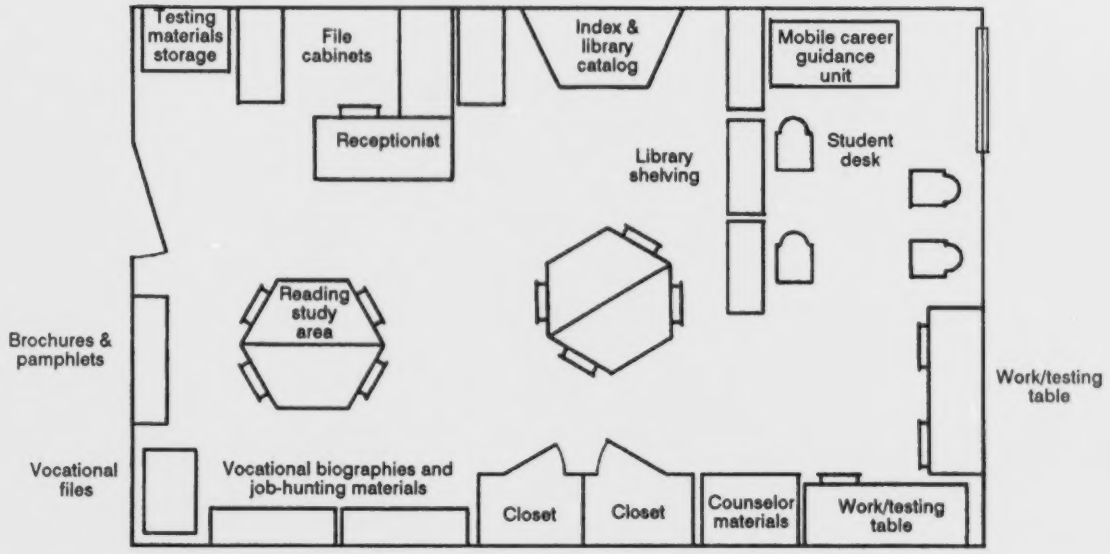
- TABLES
- CHAIRS
- SHELVES
- ROOM DIVIDERS
- COUNSELOR DESK
- FILE CABINET
- TELEPHONE

Because individual and small group activities will be undertaken in the Comprehensive Center, room arrangement and furnishings should accommodate both. Tables, chairs, bookshelves and room dividers will be needed for individual reading/research areas, small discussion groups, small group viewings in VCR area, and accommodation for computer use by individuals or small groups.

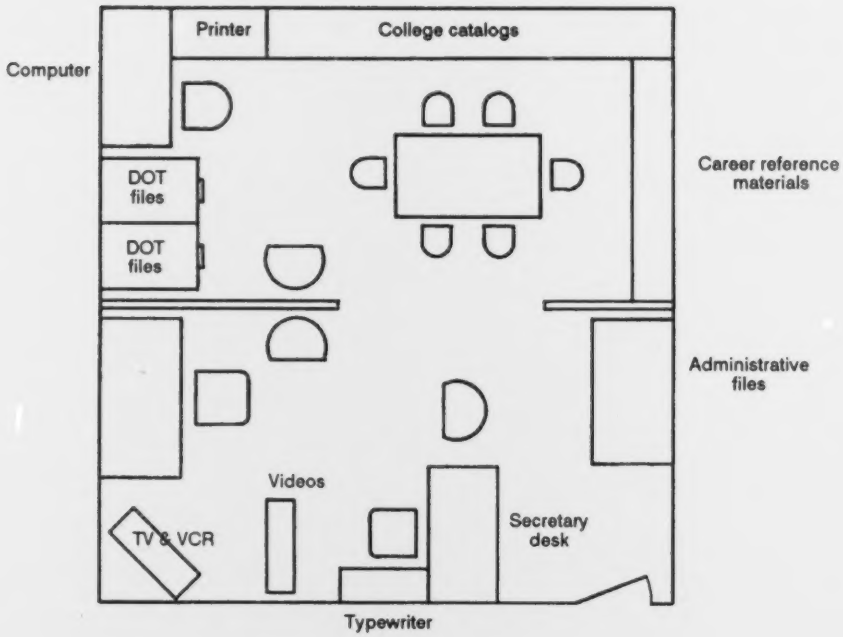
Supervision of equipment and counseling services will demand the presence of at least one person full time. This person will need a desk, chair, and locking file cabinet. And, because job placement activities will be offered, a telephone will be necessary.

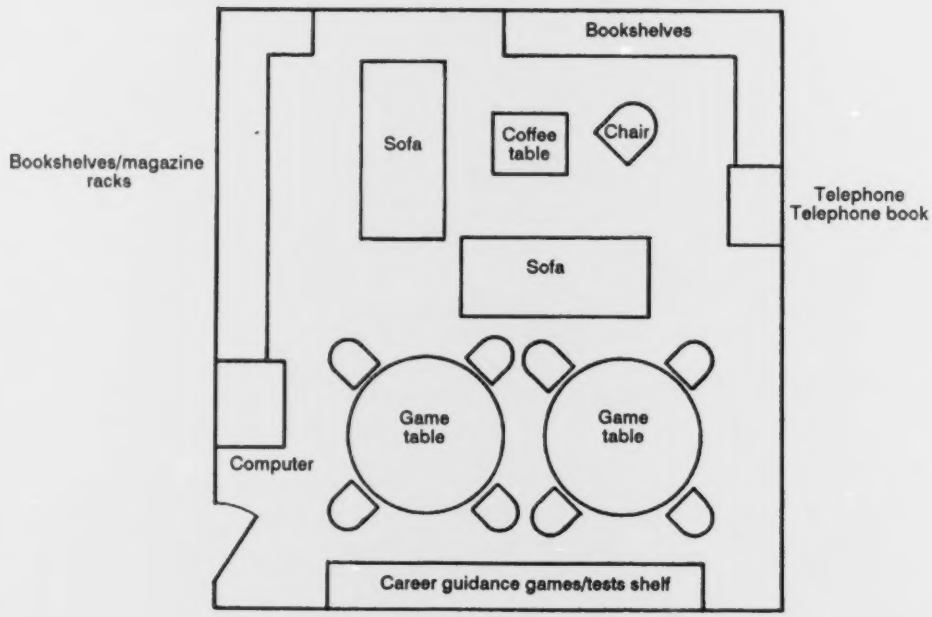
## Career Center located in its own room



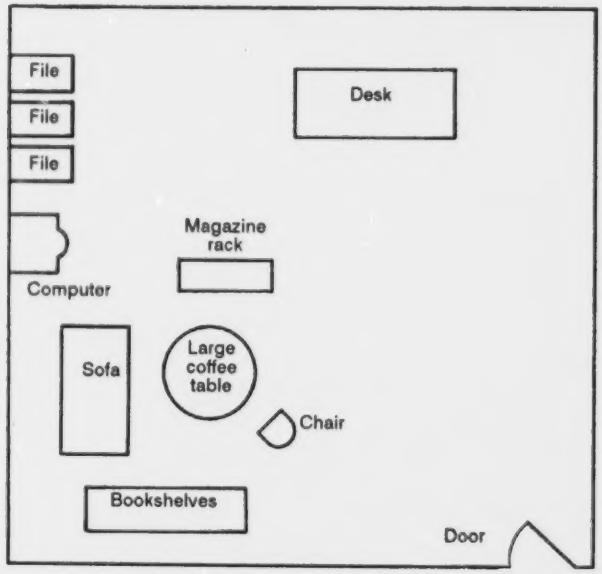



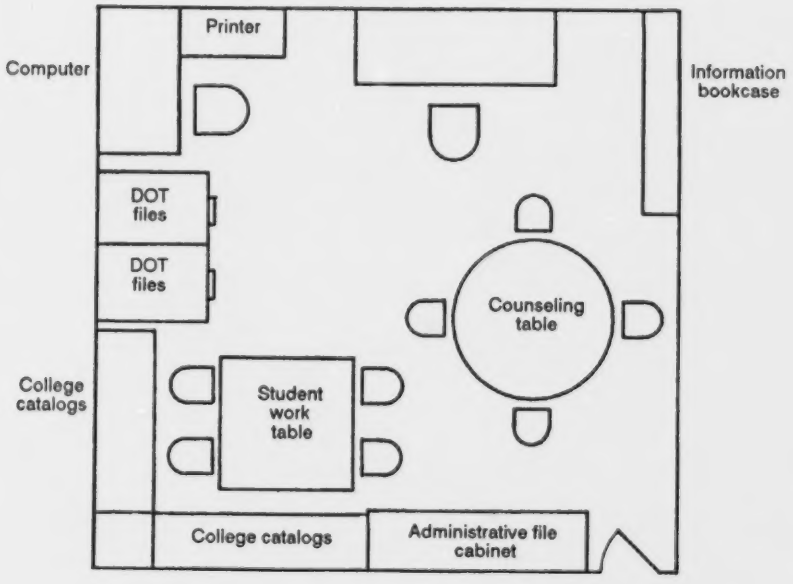
# CAREER RESOURCE CENTER



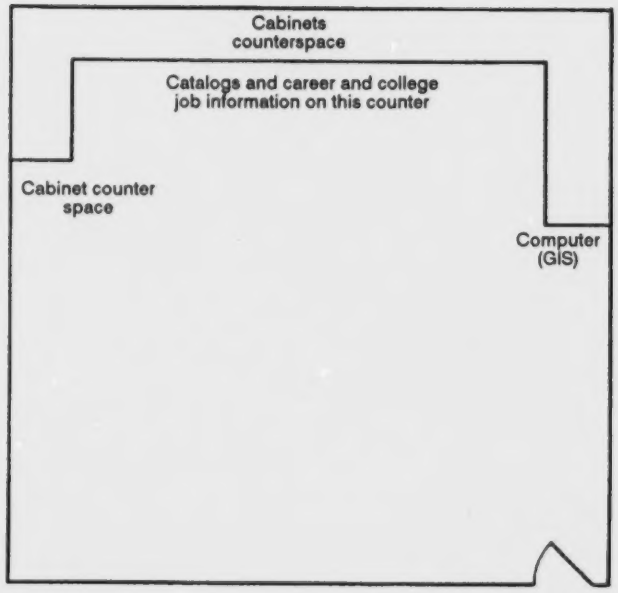



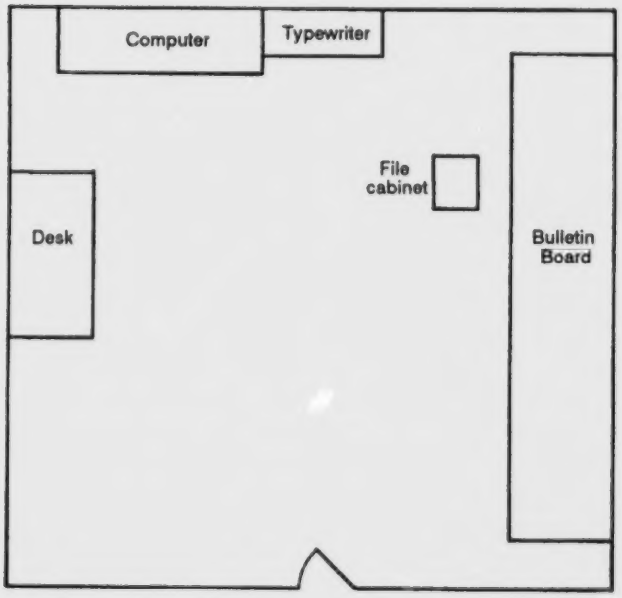
# Career Center located in a counselor's office



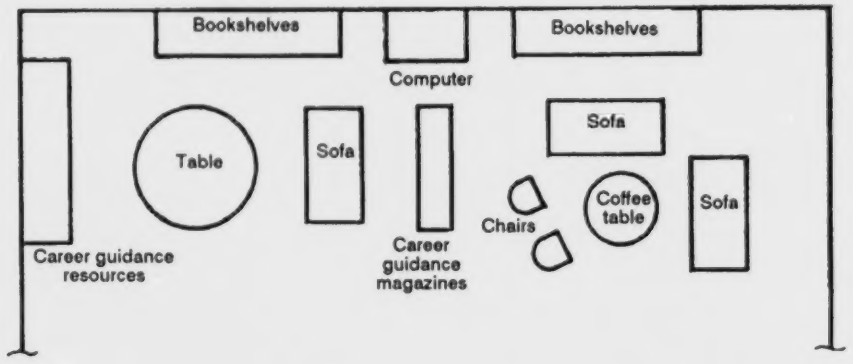



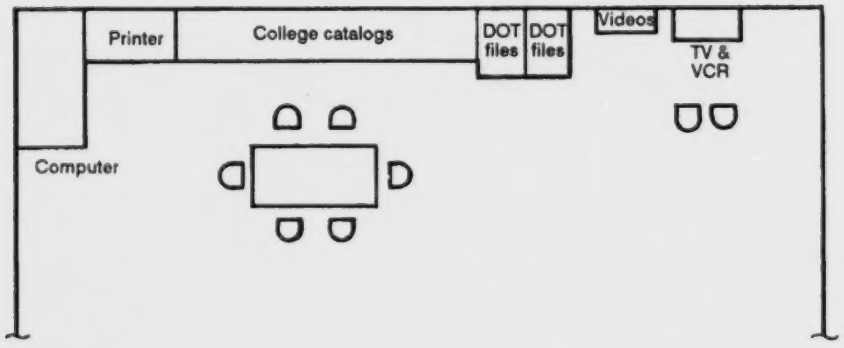
# CAREER RESOURCE CENTER

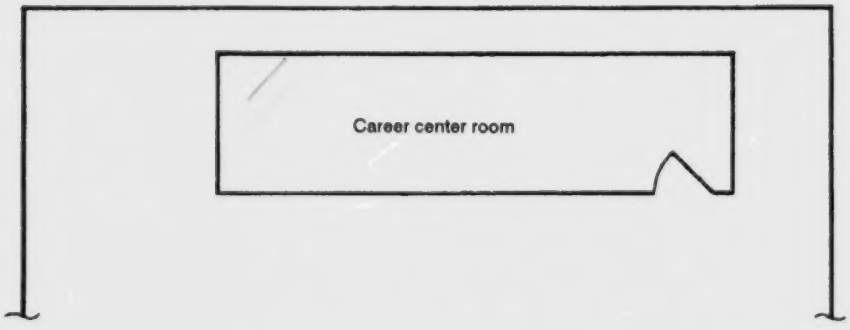


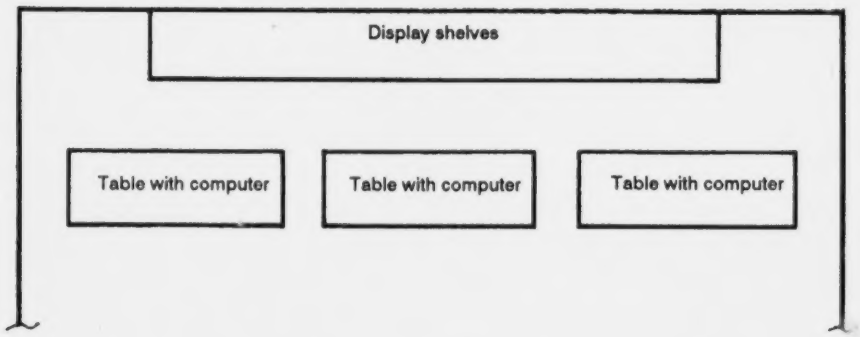
# Career Center located in a section of the library

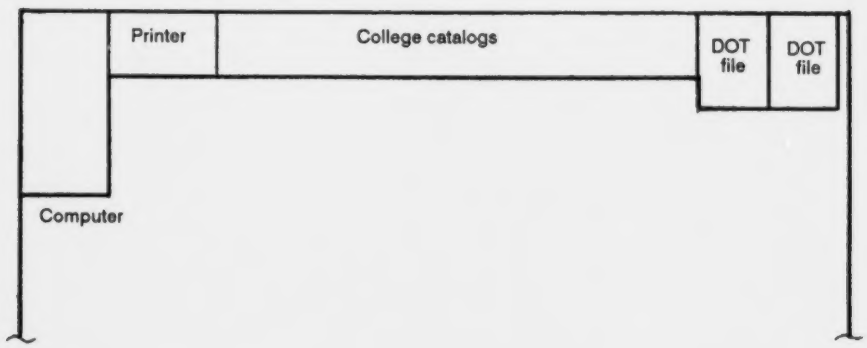


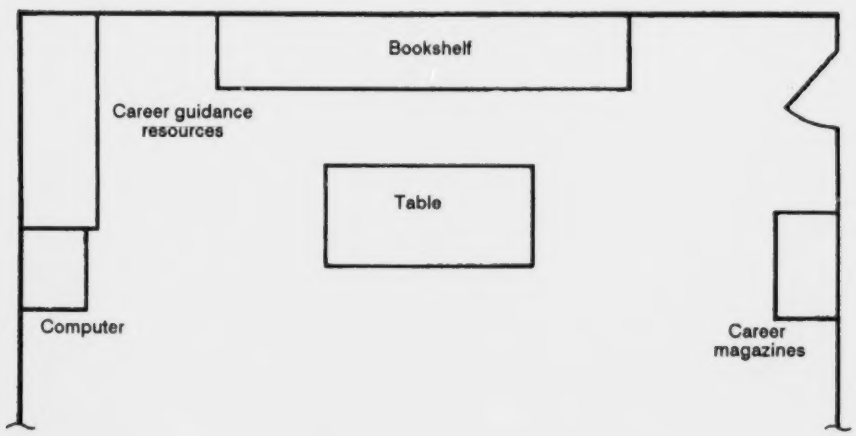



# Career Center located at the back of a classroom

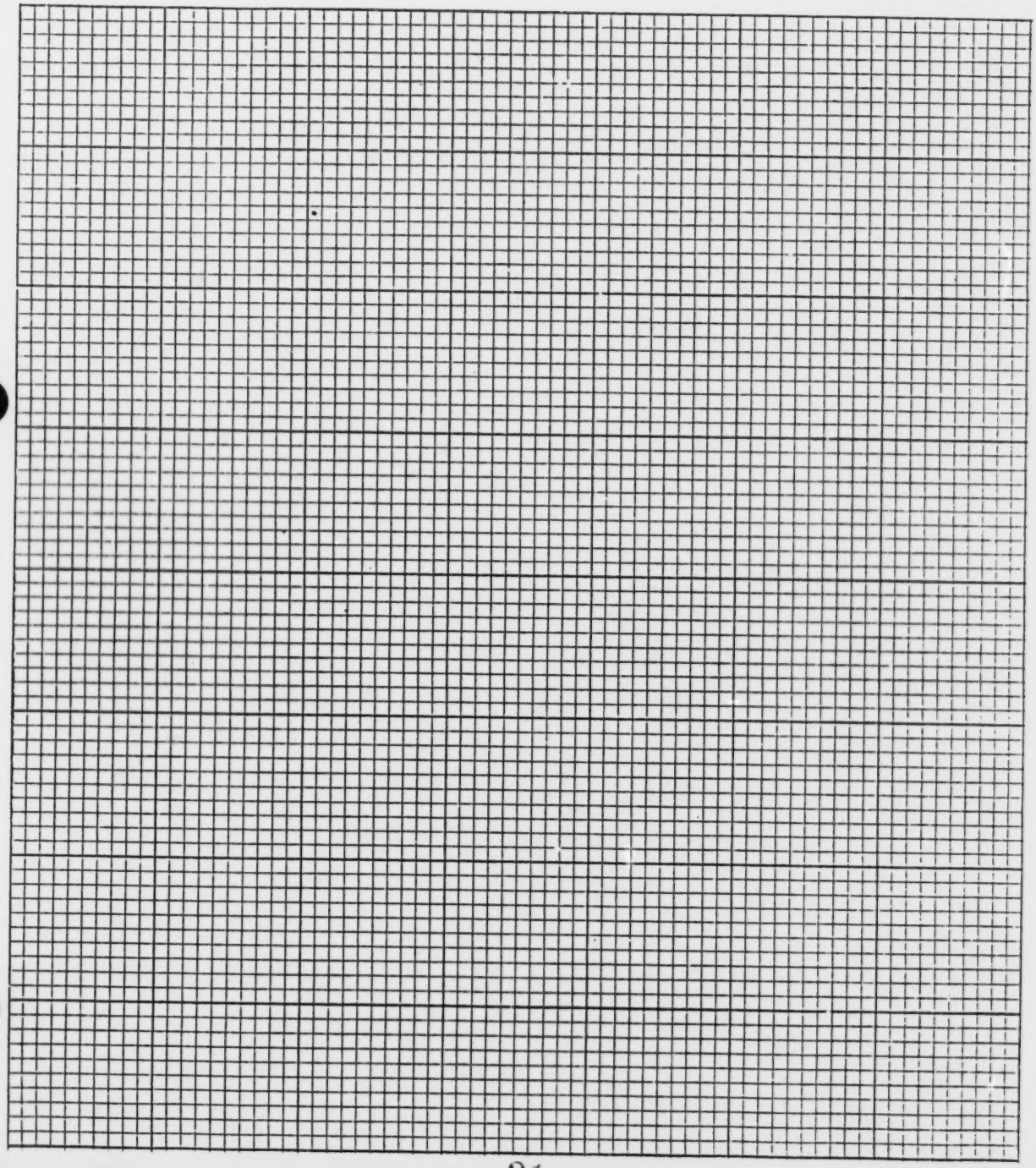


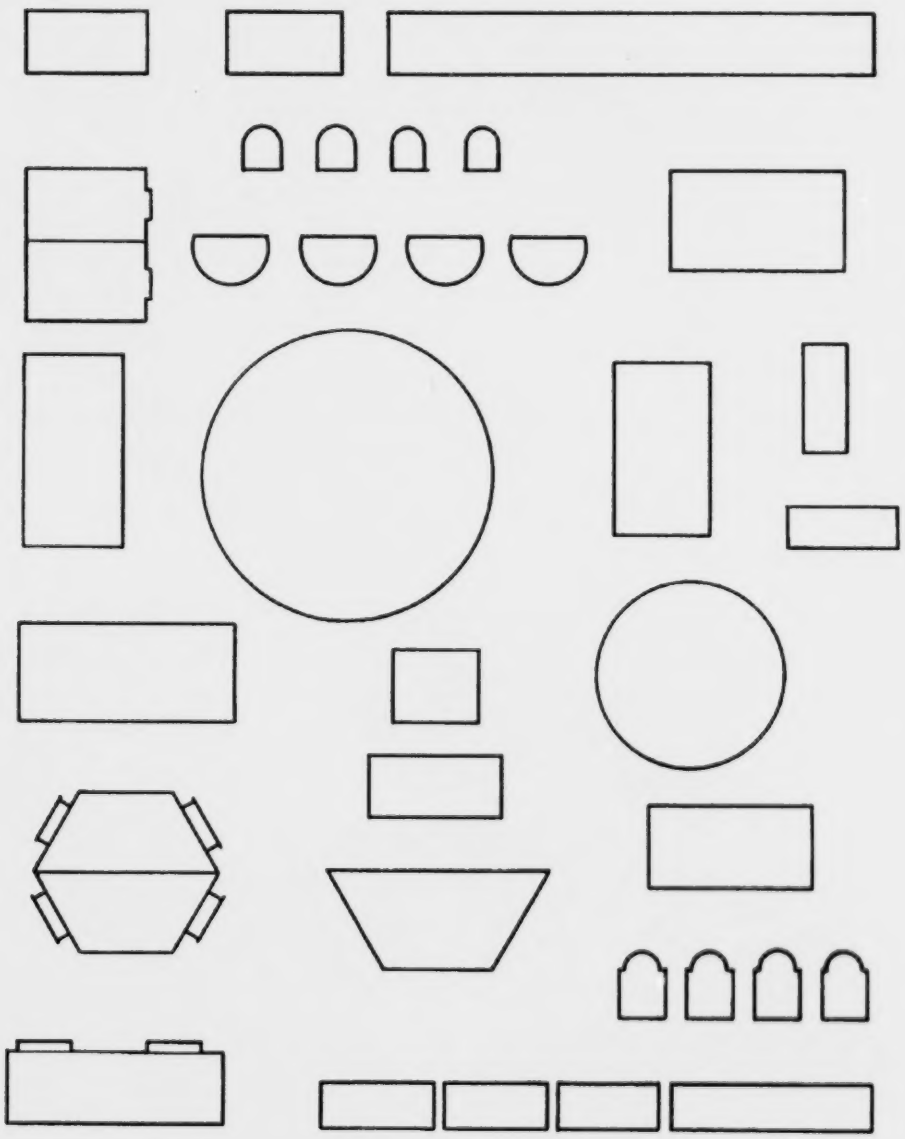
## Design your own Center

Cut out furniture on the following page to custom design a center for your special needs.



## Design your own Center

Cut out furniture and arrange on the preceding grid to custom design a center for your special needs.



# Points To Ponder

- Where will the Center be located? Is this readily accessible to all students, including those with handicapping conditions?
- What services will be offered? What equipment will be necessary to offer those services?
- How many people will need to be accommodated at one time? Is there adequate space? How can the equipment arrangement encourage flow through the Center and avoid bottlenecks?
- What equipment would be useful in the organization of materials, advance reservations, display of current and past use to avoid duplication, and smooth checkout procedures? How will the on-time return policy be enforced?
- What staff will be assigned to the Center? What equipment will they need to function efficiently?
- Will individual counseling take place in the Center? What equipment, such as room dividers/screens, will be needed to ensure privacy?
- Will testing be administered in the Center? What furnishings will be needed for small group and individual testing? Will privacy and quiet be maintained?
- What equipment is available for our use?
- What currently owned equipment could we move to the Center?
- What forms and procedures should be developed to ensure smooth interactions between the CRC and community employers?
- As the CRC is developed, how can community volunteers be used and recruited?
- What funds or funding sources can be used to establish the CRC?
- How will the CRC help meet the needs in school to work transition for all students, including the unique needs of special population students?
- How will the CRC facilitate the transition from high school to postsecondary institutions?
- How can the CRC provide incentives and support for integrating academic and vocational education?
- Is parking space available for adults from the commmunity who want to use CRC materials?

# Equipment Needs Summary

**TABLES:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**CHAIRS:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**DESKS:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**BOOKSHELVES:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**VCR:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**MONITOR:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**OTHER:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**COMPUTER:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**COMPUTER PRINTER:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**COMPUTER TABLE:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**DISK STORAGE:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**MODEM:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**PORTABLE CART:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**SCREENS/ROOM DIVIDERS:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**JOB BOARD:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

## CAREER RESOURCE CENTER

**FILE CABINET:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**RESERVATION/CHECK OUT REGISTRY:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**DISPLAY SHEI.VES:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**BULLETIN BOARDS:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**TYPEWRITER:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**TYPEWRITER TABLE:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**TELEPHONE:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

**OTHER:**

Size/description _____ Quantity _____

Size/description _____ Quantity _____

# Staffing the CRC

The following personnel appointments for each level of Career Resource Center implementation are suggestions for basic needs only. The individual designated to be coordinator of the CRC would be the primary contact for information concerning the center's resources and function, would coordinate the use of equipment and materials, and would serve as the chairperson for the CRC advisory committee. Those designated to be support staff for the CRC would lend on-site technical support and would operate the center in the absence of the coordinator. Any additional personnel available to the Center would, of course, enhance service delivery.

**CORE CENTER**

| | |
|---|---|
| Coordinator: | Vocational/Career Counselor |
| | Campus Librarian |
| Support: | Staff Aide |
| | Career Investigation Teacher |

**EXPANDED CORE CENTER**

| | |
|---|---|
| Coordinator: | Career/Job Placement Coordinator |
| | Vocational/Career Counselor |
| | Librarian |
| Support : | Staff Aide |
| | Career Investigation Teacher |

**COMPREHENSIVE CENTER**

| | |
|---|---|
| Coordinator: | Career/Job Placement Coordinator |
| | Vocational /Career Counselor |
| Support: | Librarian |
| | Staff Aide |
| | Career Investigation Teacher |

# Staff Appointments

## CORE CENTER

**Coordinator:**

Phone:

**Support Staff:**

## EXPANDED CORE CENTER

**Coordinator:**

Phone:

**Support Staff:**

Phone:

## COMPREHENSIVE CENTER

**Coordinator:**

Phone:

**Support Staff:**

29

# Notes

# Reference Materials

You will find listed in this section commercially available reference resources. This list was compiled from ratings completed by the Career Center Model Project Advisory Committee based on their experience with the materials. These recommended materials are intended to serve as a starting point for CRC developers as they review the many materials available. The section of this handbook titled "Supplemental Reading and Resources" includes additional resources.

**CORE CENTER:**

A Counselor's Guide to Career Assessment Instruments by J.T. Kapes and M.M. Mastice, American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304 1-800-545-AACD. Contains popular and obscure career-related materials for major occupational interests. Well-done.

*Dictionary of Occupational Titles, U.S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. Available from Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Occupational Outlook Handbook, U.S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

*Sufficient copies should be available for group activities

*Texas Work Force 2000, Texas Employment Commission, 15th and Congress Avenue, Austin, TX 78778.

*Chamber of Commerce Publications, Chamber of Commerce of the United States, 1615 H Street N. W., Washington, D.C. 20062 (202) 659-6000.

*Postsecondary Institutions' Catalogs

*Local or regional Texas Employment Commission publications

**EXPANDED CORE:**

*Directory of College Career Planning & Placement Offices*, U.S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

*The Encyclopedia of Careers and Vocational Guidance*, Wm. E. Hopke, Editor-in-Chief, 1987. J. E. Ferguson Publishing Company, 200 W. Monroe Street, Chicago, IL 60606 (312) *580-5480 TWX: 910-221-2207.*

Texas Trade and Professional Associations

**COMPREHENSIVE:**

*Career Counseling: Skills and Techniques for Practitioners* by N.C. Gysbers & E.J. Moore, Prentice-Hall, Div. of Simon and Schuster Publilcations, Rte 9W, Englewood Cliffs, NJ 07632 1-800-922-0579.

*College Placement Council Annual*, College Placement Council, Inc., P.O. Box 2263, Bethlehem, PA 18001. Published annually listing employers that hire by college majors, with address and name of employment managers.

*Directory of Texas Manufacturers, Texas A&M*, Instructional Materials and Laboratory, College Station, TX 77843. (409) 845-6601.

*Standard & Poor's Register of Corporations*, Standard and Poor's Corporation, 25 Broadway, New York, NY 10004.

**Other Reference Suggestions by Project Advisory Committee:**

*The Career Connection- A Guide to Technical Majors and Their Related Careers* by Fred Rowe, JIST Works, Inc. May be special ordered through Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*The Career Connection II- A Guide to Technical Majors and Their Related Careers*,by Fred Rowe, JIST Works, Inc. May be special ordered through Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Career World Magazine*, General Learning Corporation, Curriculum Innovations Group, 60 Revere Drive, Northbrook, IL 60062-1563 1-800-323-54717.

*Chronicle Guidance* - Occupational Library, Chronicle Guidance Publications Inc., Box 1190, Moravia, NY 13118 (315) 497-0330.

*Chronicle Guidance - Vocational Biographies*, Chronicle Guidance Publications Inc., Box 1190, Moravia, NY 13118 (315) 497-0330.

*Chronicle Guidance 3-in-1 Subscription Service*, Chronicle Guidance Publications Inc., Box 1190, Moravia, NY 13118 (315) 497-0330.

*Handbook of Private Accredited Trade and Technical Schools*, National Association of Trade and Technical Schools, 2251 Wisconsin Avenue, N.W., Washington, D.C. 20007.

*Directory of Licensed Occupations and Apprenticeship Program Contacts in Texas*, Information Services Division, Texas State Library for the Texas State Occupational Information Coordinating Committee, TEC Building, Room 526-T, Austin, TX 78778 1-800-822-PLAN..

*Getting Skilled, Getting Ahead: Your Guide for Choosing a Career and a Private Career School, James R. Myers and Elizabeth W. Scott, Petersons Guides, Box 2123, Princeton, NJ 038543-2123 1-800-EDU-DATA FAX: 609-243-9150*

# Employability Skills Resources

You will find listed in this section commercially available employability skills resources. This list was compiled from ratings completed by the Career Center Model Project Advisory Committee based on their experience with the materials. These recommended materials are intended to serve as a starting point for CRC developers as they review the many materials available. The section of this handbook titled "Supplemental Reading and Resources" includes additional resources.

## CORE CENTER

*The JIST Course*, JIST Works, Inc., 720 N. Park Avenue, Indianapolis, IN 46202 1-800-648-JIST. May be special ordered through Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*The Resume Solution*, JIST Works, Inc. May be special ordered through Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*U.S.A. Careers*, U.S.A. Today, 909 W. Hawthorne Avenue, Suite 518, Valley Stream, NY 11580.

*What Color is Your Parachute?*, by Richard N. Bolles, Ten Speed Press, Box 7123, Berkeley, CA 94707.

## EXPANDED CORE CENTER

*Finding a Job in the United States* (for foreign born professionals, students and immigrants), Passport Books, National Textbook Publishers, Division of NC Publications Group, 4625 W. Touhy Avenue, Lincolnwood, IL 67066-1975 1-800-323-4900.

*Job Power Now! The Young People's Job Finding Guide* by Bernard Haldane. Published by Acropolis Books Ltd., Washington, D.C. 20009. Simple, direct, useful for any age and deals with process ideas on skills identification and selecting a job objective.

*Sweaty Palms. The Neglected Art of Being Interviewed*, by Anthony H. Medley. Ten Speed Press, Box 7123, Berkeley, CA 94707.

*Who's Hiring Who*, by Richard Lathrop. Ten Speed Press, Box 7123, Berkeley, CA 94707.

*Your Career: How to Plan It, Manage It, Change It,* by Richard Buskirk, The New American Library, Inc., 1301 Avenue of the Americas, New York, NY 10019.

## COMPREHENSIVE CENTER

*Career Planning Today - Hire Me!*, Kendall/Hunt Publishing Company, 2460 Kerper Blvd., Dubuque, IA 52001 (319) 588-1451.

*Go Hire Yourself An Employer,* by Richard K. Irish, Anchor Press, Doubleday Publishing Company, 245 Park Avenue, New York, NY 10017.

*Guerrilla Tactics in the Job Market,* by Tom Jackson, Bantam Books, Inc., 666 Fifth Avenue, New York, NY 10103.

*How to Get Ahead on Your First Job,* VGM Career Horizons, National Textbooks, NTC Pub. Group, 4255 W. Touhy Avenue, Lincolnwood, IL 60646-1975 1-800-323-4900.

*How to Make the Right Career Moves,* VGM Career Horizons, National Textbooks, NTC Pub. Group, 4255 W. Touhy Avenue, Lincolnwood, IL 60646-1975 1-800-323-4900.

*Job Market, American Vocational Association, Department JM 1190, 1410 King Street Alexandria, VA 22314 (703)683-3111 or 1-800-826-9972.*

*The Career Fitness Program,* Gorsuch Scarisbrick Publishers, 8233 Via del Paseo del Norte, Suite F400, Scottsdale, AZ 85258.

*The Robert Half Way to Get Hired in Today's Job Market,* by Robert Half, Bantam Books, Rawson, Wade Publisher, Inc., 630 Third Avenue, New York, NY 10017.

# Employability Skills Curriculum

In this section commercially available employability skills curriculum or programs of study are listed. It was compiled from ratings completed by the Career Resource Center Model Project Advisory Committee based on their experience with the materials. These recommended materials are intended to serve as a starting point for CRC developers as they review the many materials available. One example of an employability skills unit has been included in the appendix of this handbook.

## CORE CENTER

*Economic and Societal Factors Instructional Guide*, Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

How to Sell Yourself: The Job Seekers' Bible by Lawrence E. Barlow. Vocational and Career Assessment Publishing Division, Library of Congress.

*Opening the Door to Job Opportunities*, DeSoto ISD, 200 East Belt Line Road, DeSoto, TX 75115.

*Texas Job Hunter's Guide*, by Dr. Andrew Helwig, Texas Occupational Information Coordinating Committee, TEC Building, 15th & Congress, Room 526-T, Austin, TX 78778 1-800-822-PLAN.

## EXPANDED CORE

*Activities for Succeeding in the World of Work*, McKnight Publishing Company, P.O. Box 3854, Bloomington, IL 61701.

*A Young Person's Guide to Getting & Keeping a Good Job*, JIST Works, Inc. May be special ordered from Educational Development and Training Center, East Texas State University, Commerce, Texas 75429 1-800-356-EDTC.

*Get Ready, Get Set, Get Hired!* Job Placement Workbook, Barbara Ciavarra, Department of Occupations and Continuing Education, Northeast ISD, 10333 Broadway, San Antonio, TX 78286.

*Succeeding in the World of Work*, Glencoe Publishing Company, 809 West Detweiler Drive, Peoria, IL 61615 1-800-257-5755.

*Texas Army National Guard's Job Search Workshop, ATTN: AG-TX-PRR, Adjutant General's Department, P.O. Box 5218, Austin, TX 78763.*

## COMPREHENSIVE CORE

*Coming Alive From Nine to Five*, Mayfield Publishing Company, 1240 Villa Street, Mountain View, CA 94091.

*Finding Your Best Job, an Instructional Guide to Job Seeking Skills*, University of Minnesota-Twin Cities, Minneapolis, MN 55455.

*Getting the Job You Really Want*, by J. Michael Farr, JIST Works, Inc. May be special ordered through Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Getting Ready to Work*, EMC Publishing Company,180 East Sixth Street, St. Paul, MN 55101.

*Janus Job Planner-Career Planning*, Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA 94545 1-800-227-2375.

*Making It Work* Series, Educational Resource Foundation, 5534 Bush River Road, Columbia, SC 29212 1-800-845-8822. (Video and Curriculum).

*What Do I Do in That Interview?* Audio-Video Communications 4837 East McDowell Road, Phoenix, AZ 85008 (602) 231-0874.

## Materials Suggested By Individual Members

*Career Skills Assessment Program*, 1977. College Entrance Exam Board, College Board Publilcations, P. O. Box 886, New York, NY 10101-0886.

*Guided Career Exploration* by Donald E. Super and JoAnn Harris-Bowlskey, Psychological Corporation, Harcourt-Brace-Jovanovich, Publishers, 1627 Woodland Avenue, Austin, TX 78741 (512) 440-5700.

*How to Get a Job Quicker*, by Martin Birnbach. Personnel Seminar Productions, Dallas, TX.

# Films/Videos

You will find listed in this section commercially available films/videos. This list was compiled from ratings completed by the Career Resource Center Model Project Advisory Committee based on their experience with the materials. These recommended materials are intended to serve as a starting point for CRC developers as they review the many materials available.

## CORE CENTER

*Career Planning Steps*, Cambridge Career Products. Supplied by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Keys to Job Success*, Cambridge Career Products. Supplied by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Take-Off Videos*, distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*The Four Stages of Interviewing*, Cambridge Career Products. Supplied by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Your Resume: A Self Portrait*, Cambridge Career Products. Supplied by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Working, Metropolitan Life Insurance Company, P.O. Box 950, Madison Square Station, New York, NY 10160-0950.*

## EXPANDED CORE CENTER

*Building A Better Texan*, developed by University of North Texas, distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*It's Not Your Father's VoTech*, developed by University of North Texas, distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Setting Career Goals the Video Way*, Cambridge Career Products. Distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Setting Educational/Vocational Goals*, Cambridge Career Products. Distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Why Stay in School*, Cambridge Career Products. Distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

## COMPREHENSIVE CENTER

*Getting Along With Others*, Cambridge Career Products. Distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*School Survival Video Game*, Cambridge Career Products. Distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

## Materials Suggested by Individual Members

*Audio Visual Market Place*, Audio-Video Communications, 4837 East McDowell Road, Phoenix, AZ 85008 (602) 231-0874.

*Audio Visual Media in Career Placement*, Audio-Video Communications, 4837 East McDowell Road, Phoenix, AZ 85008 (602) 231-0674.

*Marketing Your Vocational Skills*, Technimedia, 124-126 South 5th Street, Steubenville, OH 43952, 1-800-282-5315 FAX: 614-282-TECH.

*P.I.E.S.*, Cambridge Career Products. Distributed by Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*The Ten Fastest Growing Careers: Jobs for the Future*, Guidance Associates. Riverside Publishing Company, 8420 Bryn Mawr Avenue, Chicago, IL 60631 1-800-323-9540.

# Computer Career Information Delivery Systems

The following computerized career information delivery systems were suggested by the project advisory committee and are meant to serve as examples of commercial systems available. A thorough review of the computer guidance resource market would be recommended before purchasing decisions are made.

CHOICES - Careerware, 1319 Spruce Street, Boulder, CO 80302 (303) 449-1631.

CIS (Career Information Systems), National Career Information Systems, 1787 Agate Street, Eugene, OR 97403-5214 (503) 346-3872.

COIN - Coordinated Occupational Information Network, 3361 Executive Parkway, Suite 302, Toledo, OH 43606 1-800-274-8515.

Discover, ACT Educational Prog., 4480 North Shallowford Rd., F276, Atlanta, GA 30338.

GIS (Guidance Information Systems), Riverside Publishing Company, 2550 Beckleymeade Avenue, Suite #125, LB-14, Dallas, TX 75237 1-800-442-8855.

# Staff Resources

**State and Federal Career Development Guidelines**

Sylvia Clark, Program Director
Texas Education Agency
1701 N. Congress
Austin, TX 78701
(512) 463-9446

**State Counselor Professional Conferences and Workshops**

TEA Vocational Guidance Programs Improvement Conferences
Participants: counselors, career investigation teachers, job placement coordinators
Date: First week in August
Contact: Sylvia Clark, (512) 463-9446

Texas Association for Counseling and Development Professional Growth Conference
Participants: private practice, school counselors
Date: November
Contact: Charlotte McKay, (512) 472-3401

TEA School Counselor Conferences
Participants: school counselors
Dates: March, April, May
Contact: John Lucas, (512) 463-9498

**Exemplary Career Development Programs/Career Investigation Course**

Sylvia Clark, (512) 463-9446

**Labor Market and Career Information Materials**

Texas SOICC
TEC Building, Room 526T
15th & Congress
Austin, TX 78778
(512) 463-2399
1-800-822-PLAN (for free counselor's packet and career information)

Texas Employment Commission
Job Services Operations Dept.
TEC Building
Austin, TX 78778-0001
(512) 463-2679
Call for location of regional offices and for free career information

Quality Work Force Planning Committee
Mark Butler, Planner I
Texas Education Agency
1701 N. Congress
Austin, TX 78701-1494
(512) 475-3428

**Research in Career Development and Vocational Education**

Harry Drier, Research Specialist
The Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
(614) 292-4353 1-800-848-4815

National Center for Research in Vocational Education
University of California, Berkley
1995 University Avenue, Suite 375
Berkeley, CA 94704
1-800-762-4093

**Professional Associations**

American Vocational Association, Guidance Division
1410 King Street
Alexandria, VA 22314
(703) 683-3111

National Career Development Association
Neil Carey, Executive Director
5999 Stevenson Ave.
Alexandria, VA 22304
(301) 456-6994

Texas Career Guidance Association
Texas Association of Counseling and Development
Charlotte McKay, Executive Director
316 W. 12th St.
Austin, TX 78701

Texas Vocational Guidance Association
(512) 472-8834

# Funding Sources

This handbook describes three levels of Career Resource Center implementation. Within each of those levels exists a spectrum of materials and service possibilities. It is important that the local district CRC developers write a plan spanning from the initial implementation through CRC growth over at least five years. This written growth plan should include detailed costs of equipment, materials, and personnel from the start-up monies to projections for expansion costs. Some districts might need more than one year to fully equip and staff a Core Center. Other districts may begin at the Comprehensive Center level. All developers must recognize the need for planning and consistent updating to fulfill its purpose—the Career Resource Center must possess current information and be a dynamic source of materials and services that will encourage expanding use by students and faculty.

Once the plan is written, the funding sources can be more easily identified and contacted. Look to diversified sources for funding; for example, a percentage of th budget allocated for instructional, library, and counseling services. Five percent of the funds allocated to each of these three programs will provide a strong base for beginning the Career Resource Center. What can local business and industry, service organizations, and professional associations contribute? Next, what state funds can be used? Then, what monies are available through federal programs? For additional information, contact the Director of Vocational Education Programs, Texas Education Agency (512) 463-9446.

The CRC Project Advisory Committee recommended pursuing these sources:

## LOCAL SCHOOL DISTRICT

District funds (all school accounts, library reference materials)
Activity fund
Campus budget
PTA-PTO

## LOCAL BUSINESS AND INDUSTRY

Individual companies
Trade association groups/unions
Adopt-a-School Program
Community fund drive
Professional associations
Service clubs

## STATE

Texas Education Agency (State appropriate funds including vocational education funds)

## FEDERAL

Federal Vocational Education Funds
Job Training Partnership Act (J.T.P.A.)
Categorical funding (Department of Education special projects)

# Special Populations Resources

*A Helping Hand, A Guide to Customized Support Services for Special Populations.* 1986. Meridian Educational Corporation, 236 East Front Street, Bloomington, IL 61701. Thorough guide for program operators who emphasize employment; JTPA, older workers, offenders, others. Practical tips for improved services.

*Career Investigation Student Materials*, Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Careers for Women Without College Degrees*, McGraw-Hill Publishers, 1221 Avenue of the Americas, New York, NY 10020 1-800-338-3987.

Catalyst, 14 East 60th Street, New York, NY 10022 (212) 759-9700. Has library of resources to help women become successful.

*Directory of Special Programs for Minority Group Members*, Garrett Park Press, Box 190, Garrett Park, MD 20896 (301) 946-2553. Cites thousands of job banks, training opportunities, scholarships, loan programs, employment, training services and more for Blacks, Hispanics, Asians, and Native Americans.

*Financial Aid for the Disabled and Their Families*, Reference Service Press, 1100 Industrial Rd., Suite 9, San Carlos, CA 94070.

*Financial Aid for Minorities* (Series of six booklets), Garrett Park Press, Box 190, Garrett Park, MD 20896 (301) 946-2553.

JOB-O materials, CFKR Career Materials, P.O. Box 437, Meadow Vista, CA 95722.

*Job Success for Handicapped Youth*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (703) 620-3660.

*Learning Disabilities, Graduate School & Careers, The Student's Perspective*, (1990) by Pamela B. Adelman and Carl T. Wren, Learning Opportunities Program, Barat College, 700 Westleigh Road, Lake Forest, IL 60045.

*Minority Organizations: A National Directory*, Garrett Park Press, Box 190, Garrett Park, MD 20896 (301) 946-2553.



BEST COPY AVAILABLE

Partnerships for Assisting Texans with Handicaps (P.A.T.H.) Coordinating Office: 6465 Calder, Suite 202, Beaumont, TX 77707 1-800-866-4726. Provides information, education, training and assistance to parents and professionals who live and work with children and youth with any type of disability.

*Peterson's Guide to Colleges with Programs for Learning Disabled Students*, Mangreen & Strichart, P. O. Box 2123, Princeton, NJ 08543-2123 1-800-338-3282.

*Pocket Guide to Federal Help for Individuals with Disabilities*, U. S. Department of Education, Office of Special Education and Rehabilitation FOB6, 400 Maryland Ave. SW, Washington, D.C. 20202

*Resource Directory*, HEATH Resource Center (see below).

*The School Search Guide to Colleges with Programs and Services for Students with Learning Disabilities*, SchoolSearch, 127 Marsh Street, Belmont, MA 02178.

*Time for a Change-A Woman's Guide to Nontraditional Occupations* by Marcia Cebulska, Cambridge University Press, 40 W. 20 Street, New York, NY 20022 1-800-221-4512 FAX: 212-691-3239. For women considering nontraditional jobs: exercises and narrative plus a review of 10 growth-oriented jobs.

*Transition for Disadvantaged Students, June 1990, Illinois State Board of Education, Adult Vocational & Technical Education, 100 N. First, Springfield, IL 62777 (217) 782-4870.*

*Unlocking Potential: College and Other Choices for Learning Disabled People*, Barbara Scheiber & Jeanne Talpers, Adler & Adler, Publishers, Box 25333, Panorama Plaza, Rochester, NY 14675 (716) 377-5804.

*Yes, You Can, A Helpbook for the Physically Disabled*, (1990) Pharos Books, A Scripps Howard Company, 200 Park Avenue, New York, NY 10166.

Association for Retarded Citizens, 833 Houston St., Austin, TX 78756 (512) 454-6694.

HEATH Resource Center, One DuPont Circle, Suite 800, Washington, D.C. 20036-1193.

Technimedia, 124-126 South 5th Street, Steubenville, Ohio 43952, 1-800-282-5315 FAX: 614-282-TECH.

Texas Association for Children with Learning Disabilities, 1011 West 31st St., Austin, TX 78705 (512) 458-8234.

Texas Commission for the Blind, Administrative Bldg., 4800 N. Lamar, Austin, TX 78756 (512) 459-2500.

Texas Department of Mental Health/Mental Retardation, Central Office, 909 W. 45th Street, Austin, TX 78751 (512) 454-3761.

Texas Rehabilitation Commission, 4900 N. Lamar, Austin, TX 78751 (512) 483-4000.

Texas School for the Deaf, 1102 S. Congress, Austin, TX 78701 (512) 440-5300.

United Cerebral Palsy Foundation of Texas Inc., 7801 N. Lamar, Austin, TX 78752 (512) 458-8161.

# Job Placement Services

## CORE CENTER

Offering basic job placement services is an excellent way to encourage community and school interaction. It is possible to begin placement assistance without designating personnel units solely to that task. At the back of this handbook is a job announcement form. This form can be made available to community employers in one of the office areas, along with a "Job-filled!" postcard. The employer would complete the job announcement form and put it into a drop box. As soon as the position has been filled, the employer would mail a pre-addressed postcard to the school to announce that placement. The new listings from the drop box should be posted in a display case and the cards for positions filled removed on a daily basis. A brief letter should accompany the "Job-filled!" postcard, thanking the employer for taking time to post the job information at school. The employer is also reminded that the school will do no screening of applicants nor will phone-in job announcements/job-filled messages be accepted. If these guidelines are followed, a job posting board will serve as an entry into community placements for students that costs the school very little in time or dollars.

## EXPANDED CORE

The Expanded Core Center requires greater involvement in the actual process of community job placements for students. This role heightens the need for the Center's information and materials to be continually updated, but it also provides the best source for that up-to-date information— local business and industry. A successful job placement service is mutually beneficial to the school and to the community, with the student reaping the greatest of those benefits— the opportunity to function as a productive member of the community.

Involvement beyond the basic job information service described for the Core Center will require commitment of personal time and budget monies. The development committee must address these issues:

### What functions will the placement service provide?

Some possibilities are: taking and keeping a file of student applications; keeping a file of community employers to use as referral sources for students; taking job listings from employers; screening student applicants; following-up on applicants referred to job openings.

### Who will perform the service?

How will the CRC placement specialist coordinate services with the job placement staff from both the vocational cooperative programs and the special education vocational adjustment coordinators?

### Where will the center be located?

Is it accessible to community employers? Is space allocated for students to complete application forms? Is interview space available for screening of students? Is there a natural flow from basic information to training/education information to application/ interview/placement services?

### How will services be funded?

How much should be budgeted for items such as applicant and employer forms, office supplies, telephone, brochures and business travel to visit employers, and to community business associations?

## COMPREHENSIVE CENTER

A full range of job placement services should be developed for the Comprehensive Center. It is not necessary for all services to be implemented from the opening of the center, but a plan and timeline for building service upon service should be in place at the Center's inception.

A successful full-service job placement program must involve teaching staff, business and industry, and the community at large. None of the above will maintain the long-term interaction necessary to keep the placement program alive without support. The CRC Staff/Advisory Committee provide that support through specific activities and materials.

Consider these suggestions as a starting point for brainstorming activities for your program:

1. Keep an updated guide for teachers that contains descriptions of instructional units available in the CRC. Cross reference these career units with academic course content. Include available community resources from a business and industry speakers' bureau. Include a sign-up sheet for the placement specialist to come to the academic classroom. These classroom visits can be used to discuss the placement program, practical application of academic skills to the world of work, occupational trends in the local community, or other situation-specific topics. These visits will help students integrate academic and vocational information and will support teachers in making their subject matter meaningful to students.

2. Spend time developing community job opportunities. Few employers will respond to newspaper ads or other mass means announcing this new marketplace of potential employees. Most will wait until they are personally contacted or until they have word-of-mouth information from other employers. Time must be allocated for the placement specialist to visit local companies and to schedule talks at meetings of business organizations, trade groups, and community service organizations.

3. The placement specialist should also serve as a liaison between community, business and the school. This ensures communication of the strong points and problems in the product (i.e., the student) that the school is sending to the work force. Praise and positive comments from employers must reach teachers and administrators so that future planning will perpetuate effective educational strategies. Criticism must, in turn, be passed along so that corrective action can be taken in future planning.

4. The placement center should provide self-help materials, as well as mini-instructional sessions on employability skills, trends in the job market, and financial aid information. These sessions should be offered not only for students but as a community service to graduates/leavers of the school and to any others in the community who are seeking employment or career changes.

5. The Comprehensive Career Resource Center should include services for adults in the community who are seeking employment for the first time or re-entering the work force after short or long-term unemployment, as well as those people who are desiring to change careers or job fields.

While we so many times feel bogged down in procedures and forms, remember that programs with no accountability very often end up to be programs of no account. **Be specific**.

1) What will your full-service job placement program offer?

2) Write step-by-step procedures for each service offered so that consistency can be maintained.

3) How will records be kept to track performance of these procedures?

4) Can time be saved by developing forms that offer response by checking or circling items?

5) How are we tapping resources available in our community?

6) Can every activity be traced to a benefit received by a student or community resident?

7) How are we relating specific examples of those benefits to school and business community?

# Notes

# Supplemental Reading And Resources

## Career Information Sources

Advisory Council for Vocational Education, P.O. Box 1886, Austin, TX 78767 (512) 475-2046.

*Career Encyclopedia*, edited by Craig Norbach, Dow Jones-Irwin, Homewood, IL 60430.

*Dun & Bradstreet Middle Market Directory*, Dun & Bradstreet, 99 Church St., New York, NY 48226.

*Joyce Lain Kennedy's Career Book*, Kennedy & Laramore, VGM Career Horizons, Div. of National Textbooks, NTC Publications Group, 4255 W. Touhy Avenue, Lincolnwood, IL 60646-1975 1-800-323-4900. The author writes a column on careers that appears regularly in many newspapers, This is a very thorough book for young people and their parents, covering just about everything that a young person would need to know about career and life decisions. Highly recommended reading.

*Postsecondary Educational Supply and Occupational Demands in Texas*, Texas Higher Education Coordinating Board. Texas College & University System, P.O. Box 12788, Capitol Station, Austin, TX 78711.

## Employability Skills Books (Suggested Readings)

*Career Action Plan*, by William Bloomfield, Meridian Education Corporation, 236 East Front Street, Bloomington, IL 61701 1-800-727-5507 or (309) 827-5455.

*College Admissions Data Handbook*, Orchard House Publishers, 112 Balls Hill Rd., Concord, MA 01742 1-800-423-1303. A four-volume set covering major geographic regions providing information on 1,600 schools. This data is some of the most up-to-date and valid information available. The books are expensive for individual purchase but should be available at libraries and high school guidance departments.

*How to Get a Better Job in This Crazy Mixed-Up World*, by Robert Half. Bantam Books, Rawson-Wade Publisher, Inc. 630 Third Avenue, New York, NY 10017.

*Job Finding Fast*, by J. Michael Farr. JIST Works, Inc. May be special ordered through Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

*Make Your Job Interview a Success: A Guide for the Career Minded Job Seeker*, Jack I. Biegeleisen, ARCO Publishing Inc., Div. Prentice Hall, 15 Columbus Circle, New York, NY 10023 (212) 373-8931. Contains a variety of good checklists, interview answers, grooming tips and other content.

*Technical, Trade & Business School Data Handbook*, 1988-90 Edition, Orchard House Publishers, 112 Balls Hill Rd., Concord, MA 01742 1-800-423-1303. Covers postsecondary technical and business training schools. Profiles on over 2,000 accredited schools and cross-indexed by subject.

*The Very Quick Job Search*, by J. Michael Farr, JIST Works, Inc. May be special ordered through Educational Development and Training Center, East Texas State University, Commerce, TX 75429 1-800-356-EDTC.

Vocational Biographies, Inc., P. O. Box 31, Sauk Centre, MN 56378-0031.

*Young Person's Guide to Military Service*, Bradley, Harvard Common Press, 535 Albany Street, Boston, MA 02118. Covers pros and cons of going into the Services. Good sections for minorities and women.

## Employability Skills Curriculum Centers (public) In Texas

Educational Development and Training Center, East Texas State University, Commerce, TX 75429. 1-800-356-EDTC.

Extension Instruction and Materials Center, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78713-7218. (512)471-7716 or, in Texas: 1-800-252-3461.

Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409. (806) 742-3029.

Instructional Materials and Laboratory, Texas A & M University, College Station, TX 77843 (409) 845-6601.

## Employability Skills Curriculum Centers/Resources (public) Outside Texas

American Vocational Association, 1410 King Street, Alexandria, VA 22314. (703) 683-3111.

Curriculum Publication Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, IL 61455.

Midwest Curriculum Coordination Center (MCCC) State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364. (405) 377-2000.

National Career Development Association, American Association for Counseling and Development, 4999 Stevenson Avenue, Alexandria, VA 22304 (703) 823-9800.

National Center For Research in Vocational Education, Department of Vocational Instruction Materials Laboratory, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

National Occupational Information Coordinating Committee, Suite 156, 2100 M. Street, N.W., Washington D.C. 20037 (202) 653-5665 or NOICC Training Support Center, 875 Union Street N.E., Salem, Oregon 97311 ATTN: Nancy Hargis, (503) 378-8146.

Office of Vocational Education, Curriculum Development Unit, 2024 Capitol Plaza Tower, Frankfort, KY 40619.

Vocational Studies Center, University of Wisconsin - Madison, Publication Unit, 265 Educational Bldg., 1025 West Johnson Street, Madison, WI 53716.

## Employability Skills Curriculum Publishers/Distributors

### Book Publishers

Gregg/McGraw-Hill, Continent Region, 13955 Manchester Road, Manchester, MO 63011 (312) 256-2300.

MacMillan Publishing Company, Front and Brown Streets, Riverside, N.J. 08075 (604) 461-6500.

MPC Vocational Publishers, Education Publishers, 3839 Plains Road, Bronx, NY 10467-5394 1-800-223-8055 or (212) 881-3000.

Prelude Press, Box 69773, Los Angeles, CA 90069.

Prentice Hall Publishers, Route 9W, Englewood Cliffs, NJ 07632 1-800-922-0579.

Random House, Inc., 210 East 50th Street, New York, NY 10022.

Rawson and Wade Publishers, Inc., 630 Third Avenue, New York, NY 10017.

Stipes Publishing Co., 1012 Chester Street, Champlain, IL 61820.

U.S.A. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402.

VCA Publications, P.O. Box 1566, Lakeside, CA 92040-0950.

Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012.

## Curriculum Publishers

American Association for Vocational Materials Instruction, 120 Driftmier Center, Athens, GA 30601 (404) 542-2586.

Career Development Enterprise, P.O. Box 1454, Manassas, VA 22110.

EMC Publishing, 180 East Sixth Street, St. Paul, MN 55101.

Goodheart-Wilcox, 123 W. Taft Drive, South Holland, IL 60473 1-800-323-0440.

Young/Conway Publications, 342 Madison Avenue, New York, NY 10173.

## Pamphlets/Magazines Publishers

*Can I Get the Job?* General Motors Corporation, Public Relations Staff, Room 1-101, General Motors Building, Detroit, MI 48202.

*Career World, Curriculum Innovations Group, P.O. Box 16730, Columbus, OH 43272-2677.*

*How to Get and Keep the Right Job, Carnation Company, Public Relations Department, Carnation Building, 5046 Wilshire Boulevard, Los Angeles, CA 90036.*

*Making the Most of Your Job Interview,* New York Life, 51 Madison Avenue, New York, NY 10010.

## Software Publishers

Conover Company, Ltd., P.O. Box 155, Omro, WI 54963 (414) 685-5707.

Education Connection, 12597 Montego Plaza, Dallas, TX 75230 (214) 991-5252.

Houghton-Mifflin Publishers, Educational Software Division, P.O. Box 683, Hanover, NH 03755 (603) 448-3838.

Learning Works, Inc., 82 Plaza, Suite 219, Starkville, MS 39759 (601) 323-3542.

Regency Educational Systems, 4813 Keller Springs Road, Dallas, TX 75248 (214) 931-5787.

## Video Publishers

Johnson/Rudolph Educational Resources, 1027 Broadway, Bowling Green, KY 42104 1-800-248-5212.

MPC Educational Publishers, 3839 White Plains Road, Bronx, NY 10467.

RMI Media Production, Inc., 2807 West 47th Street, Shawnee Mission, KS 66205 1-800-821-5480.

Vocational Media Association, Prentice-Hall Media, P.O. Box 1050, Mount Kisco, NY 10549-9989 1-800-431-2266 or (914) 631-8300.

## Job Placement Publications

*Competencies for School Based Job Placement Services*, by Roscoe R. Gibson. Distributed by Division of Career and Adult Education, Missouri Department of Elementary and Secondary Education, Jefferson City, MO 65101.

*Conceptualization of Prototype Placement Program*, The Center for Vocational and Technical Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

*Evaluation and Placement*, by Dr. Stuart E. Schwartz. The Center for Vocational and Technical Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

*Getting a Job: Counselor's Guide*, EDN Corp., Jenkintown, PA 19046.

*Illinois' Job Placement Handbook*, Curriculum Publication Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, IL 61455.

*Job Placement: A Model for Implementation*, Department of Occupational Education and Technology, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701.

*Job Placement Manual*, Atlanta, Georgia Public School System, 210 Pryor Street S.W., Atlanta, GA 30303.

*Placement and Follow-up in Career Education*, by Buckingham and Lee. Center for Occupational Education, North Carolina State University, P.O. Box 7103, Raleigh, NC 27695.

*Placement Service and Technique*, by Bowman Graves, Stipes Publishing Co. 1012 Chester Street, Champlain, IL 61820.

*Placement Services: A Training Manual*, by Samuel M. Burt, Paakken Publication, Inc. Ann Arbor, MI 48106.

*Review and Sythesis of Job Placement Literature*, Center for Studies in Vocational and Technical Education, University of Wisconsin - Madison, 225 N. Mills, Room 276, Madison, WI 53706 (608) 263-2422.

## Public Relations Publications

National School Public Relations Association, 1801 North Street, Arlington, VA 22209.

Public Relations for Vocational Educators by American Vocational Association, 1410 King Street, Alexandria, VA 22314 (703) 683-3111.

# Forms

**Registry Form: Student use**

I wanted to know _____

I found information in _____

_____

_____

_____

Name: _____

Date: _____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**Registry Form: Instructional staff use**

Teacher: _____ Date of request: _____

Subject: _____ Date material needed: _____

Lesson Topic: _____

_____

Materials Requested: _____

_____

_____

## CAREER RESOURCE CENTER

**Monthly Use Form**
**Completed by Center Staff**

A. Listing of all materials
B. Days checked out

| Days Out | Material | Group Use | Individual Use |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**Employer Job Announcement Form**

Job Opening _____ Part time _____

Days of Week (circle) S M T W TH F S _____ Full time _____

Hours _____ Salary _____

Job description _____

_____

Contact Name _____ Position _____

Address _____

Phone _____

**Job Filled Card**

Company name: _____

Contact name: _____

Phone number: _____

Date job filled: _____

Description of job filled: _____

_____

_____

# APPENDIX

# USE OF THE INSTRUCTIONAL UNITS

## INSTRUCTIONAL UNITS

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period.

B. Supplemental materials that must be ordered or secured.

C. Supplies that will be needed during the lesson.

D. Resource people who must be contacted.

E. The teaching sequence for the information and activities.

## OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the subject matter to be covered in the unit, and specific objectives, which state the student performance required to meet the unit objective.

Since the objectives of the unit provide direction for the learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This discussion will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives of the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to delete or add objectives to tailor the material to the needs of the students, program, and employee sponsors. When objectives are added, corresponding information sheets, assignment sheets, and tests should be designed and included.

## NOTES TO THE COORDINATOR

Each unit provides a "Notes to the Instructor" section outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this section prior to any lesson, making additional notes that would assist in conveying the information to the students.

In addition, the instructor should select, sequence, or modify any information and assignment sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any assignment sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplishing the objectives.

## ANSWERS TO ASSIGNMENT SHEETS AND TESTS

Answers for assignments and tests are provided directly after the "Notes to the Instructor" and may be used by the teacher and/or coordinator for checking student achievement of the objectives. Many of the assignments are geared more to student participation and must be evaluated to the satisfaction of the instructor.

## INFORMATION SHEETS

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the program. The instructor will find that the information sheets serve as an excellent guide for presenting the background knowledge necessary to complete the assignments and unit objectives.

Students may be allowed to read information sheets before the information is discussed in class. Students should take notes on any additional information presented.

## TRANSPARENCY MASTERS

Transparency masters present information is a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

## ASSIGNMENT SHEETS

Assignment sheets provide direction to study and also provide application and reinforcement of cognitive materials presented. These may be given to the student for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the assignment and "Notes to the Instructor" prior to making student assignments to assure that information has been covered and all supplies required are available. Class time should be set aside for those that require group participation. Those assignments that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

## TESTS

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a pre-test measure or as a review oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives and information added to the unit.

## UNIT I

## JOB APPLICATION AND INTERVIEW

### UNIT OBJECTIVE

After completing this unit, the student will be able to demonstrate the correct procedures involved in applying and interviewing for a job. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

### SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with the job application and interview processes.
2. Identify different sources of job information.
3. Describe characteristics of private and public employment agencies.
4. Analyze standards for writing a personal data sheet.
5. Name items that should be included on a personal data sheet.
6. List the proper uses of a personal data sheet.
7. Select correct standards for writing a letter of application.
8. Describe the information that should be included in an application.
9. Point out information to be included when applying for a job by telephone.
10. Correctly complete an application form.
11. Describe proper behavior and grooming for a job interview.
12. Anticipate various questions that might be asked during an interview.
13. Describe proper behavior in ending an interview.
14. Describe the correct procedure used to follow-up an interview.
15. Name characteristics employers desire in their employees.
16. Discuss the reasons individuals are not hired.

## UNIT I

## JOB APPLICATION AND INTERVIEW
## NOTES TO THE INSTRUCTOR

I. Objective sheet

A. Discuss the unit objective with the students.

B. Discuss each specific objective.

C. Have the students complete the objectives in a sequence best suited to your classroom.

D. Add any objectives necessary to fully meet the needs of the unit and the students.

II. Information and assignment sheets

A. **INFORMATION SHEET 1--TERMS AND DEFINITIONS**

1. Discuss the terms and definitions.

2. Have the students refer to the dictionary for additional information.

3. Have the students look in the local newspaper want ad section and find an example of the different types of ads (e.g., blind ad, help wanted, employment agency ad).

4. Use **ASSIGNMENT SHEET 1--WANT AD CROSSWORD PUZZLE** to reinforce this area of information.

(**NOTE:** Have the students make similar puzzles to share with each other.)

B. **INFORMATION SHEET 2--WHERE TO FIND THE JOB YOU WANT**

1. Ask the students how they found out about the jobs they currently hold. List each source on the board and keep track of how many jobs came from each source.

2. Arrange a field trip to the local office of the State Employment Commission to explain the services that are available.

3. Arrange for an employee of a private employment agency to speak to the class about services available through a private agency. Have the speaker bring copies of the contract and explain the conditions and fees.

4. If a union is represented in the community, have a spokesperson speak to the class about union membership.

5. Have the students write their own Situation Wanted Ad.

6. Have students read the want ads and select ads for jobs in which they would be interested.

7. Use the following transparencies to promote class discussions.

   a. **TRANSPARENCY 1--THE JOB HUNTER'S GUIDE**

   b. **TRANSPARENCY 2--WHERE TO START**

8. Use **ASSIGNMENT SHEET 2--FIGURING EMPLOYMENT AGENCY FEES** to reinforce this area of information.

C. **INFORMATION SHEET 3--THE PERSONAL DATA SHEET**

1. Make transparencies of several forms that can be used for a personal data sheet and discuss each example with the class.

2. Use an imaginary person or a student in the class as an example and have the students write a personal data sheet for that person.

3. Use **ASSIGNMENT SHEET 3--WRITING A PERSONAL DATA SHEET** to reinforce this area of information.

D. **INFORMATION SHEET 4--APPLYING FOR A JOB**

1. Have the students review basic rules of telephone courtesy.

2. Call the telephone company for information on free materials and/or filmstrips that might be available.

3. Have a representative from the telephone company speak to the class on telephone courtesy.

4. Using mock telephones, have students role-play how to apply for a job. Tape record the activity and play back to the class.

5. Have the personnel director from a nearby company speak to the class on what he/she looks for in a letter of application.

6. Use the following transparencies to promote class discussions.

   a. **TRANSPARENCY 3--BEFORE YOU APPLY**

   b. **TRANSPARENCY 4--GATHER INFORMATION**

   c. **TRANSPARENCY 5--APPLYING BY TELEPHONE**

   d. **TRANSPARENCY 6--THE APPLICATION FORM**

7. Use the following assignment sheets to reinforce this area of information.

   a. **ASSIGNMENT SHEET 4--USING THE TELEPHONE TO ARRANGE FOR A JOB INTERVIEW**

      **(NOTE:** Provide mock telephones for this assignment.)

   b. **ASSIGNMENT SHEET 5--COMPARE TWO LETTERS OF APPLICATION**

c. **ASSIGNMENT SHEET 6--WRITE A LETTER OF APPLICATION**

E. **INFORMATION SHEET 5--COMPLETING THE APPLICATION FORM**

1. Explain that although some students did not have to complete an application form for their present job, they may for another job.

2. Gather application forms from several companies. If possible, get a copy for each student. Compare and contrast the application forms.

3. Select difficult questions from the application forms and discuss possible answers.

   (**EXAMPLE:** "Have you ever been arrested?")

4. Use **ASSIGNMENT SHEET 7--COMPLETING THE APPLICATION FORM** to reinforce this area of information.

F. **INFORMATION SHEET 6--PREPARING FOR THE INTERVIEW**

1. Cut several pictures from magazines. Show each picture to the class and discuss if the person is dressed appropriately for an interview. Have students pretend they are the interviewer or personnel director and have them evaluate each picture. Would they hire the person? Why, or why not?

2. Have a fashion consultant from a department store speak to your class on acceptable interview fashions.

   (**NOTE:** If the class members are interested, ask a consultant from a cosmetics company to visit the class and explain skin care.)

3. Secure audiovisuals from several sources.

4. Have students find pictures in magazines and make a bulletin board on "Dressing for the Job Interview." Have both poor and good examples represented in the pictures.

5. Use **TRANSPARENCY 7--APPEARANCE COUNTS FOR THE INTERVIEW** to promote class discussion.

6. Use **ASSIGNMENT SHEET 8--ANSWERING QUESTIONS THE EMPLOYER MAY ASK** to reinforce this area of information.

   (**NOTE:** Have the students role-play an interview and practice answering questions that might be asked by an employer.)

G. **INFORMATION SHEET 7--THE INTERVIEW**

1. Have the students role-play an interview, rotating roles of applicant, receptionist, and interviewer. Tape-record each interview and play back at the end of each session.

2. Have a personnel officer or school counselor visit the class to "interview" students in a simulated interview.

3. Have the students role-play an interview follow-up by telephone. Tape record each call and play back to the class for a discussion.

4. Use the following transparencies to promote class discussion.

   a. **TRANSPARENCY 8--IT IS NORMAL TO BE A LITTLE NERVOUS THE FIRST TIME YOU APPLY FOR A JOB**

   b. **TRANSPARENCY 9--AT THE INTERVIEW**

   c. **TRANSPARENCY 10--HOW YOU TELL THE EMPLOYER YOU CAN DO THE JOB**

5. Use the following assignment sheets to reinforce this area of information.

   a. **ASSIGNMENT SHEET 9--PRACTICING THE INTERVIEW**

   b. **ASSIGNMENT SHEET 10--PARTICIPATING IN AND EVALUATING THE JOB INTERVIEW**

      (**NOTE:** Act the part of an interviewer for your students and have them take turns being interviewed.)

   c. **ASSIGNMENT SHEET 11--FOLLOWING UP THE INTERVIEW**

H. **INFORMATION SHEET 8--WHAT THE EMPLOYER WANTS IN EMPLOYEES**

1. Have students think of a co-worker they feel is successful and list ten good qualities about the worker.

   a. Discuss each quality.

   b. Compare this list with what employers look for and the reasons given for **not** hiring a person.

2. Ask a community businessperson to talk about the qualities that are desired when hiring and promoting employees.

3. Use **TRANSPARENCY 11--WHAT THE EMPLOYER LOOKS FOR IN AN EMPLOYEE** to promote class discussion.

4. Use **ASSIGNMENT SHEET 12--WHAT HAVE YOU GOT TO OFFER?** to reinforce this area of information.

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into eight parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of all the information and assignment sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to unit tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Berlye, Milton K., *Your Career in the World of Work.* Indianapolis: Howard W. Sams & Company, 1975.

B. *Group Instructions for Cooperative Programs--Section J, Preemployment*. Stillwater, Oklahoma: State Department for Vocational and Technical Education, 1978.

C. Worthy, James C., *What Employers Want*. Science Research Associates, Guidance Series Booklet. Chicago: Sra, 1971.

D. Lynch, Richard L., *Getting the Job.* Career Core Competencies Series. New York: McGraw Hill Book Company, 1977.

E. Kimbrell, Grady: Vineyard, Ben S., *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Company, 1970.

F. *The Hunters Guide*--Bell Telephone

G. Johnson, Diane E., *Preparing for a Job Interview and Writing a Resume*. Commerce, Texas: Occupational Curriculum Laboratory.

H. Kahn, Charles, Wing Jew, and Robert Tong. *My Job Application File.* Janus Publishing Company, 1980.

I. Livingstone, Arnold. *Janus Job Interview Guide.* Janus Publishing Company, 1977.

J. Anema, Durlynn. *Get Hired!* Janus Publishing Company, 1979.

K. *Job Application Language*. Janus Publishing Company, 1978.

L. Jew, Wing and Carol Tandy. *Using the Want Ads.* Janus Publishing Company, 1977.

71

## UNIT I

## JOB APPLICATION AND INTERVIEW
## ANSWERS TO ASSIGNMENT SHEETS

**Assignment 1**

ACROSS

5. attractive
7. part-time
9. maintenance
11. National
13. start
14. wage
17. appointment
23. call
24. agency
25. yearly
26. typing

DOWN

1. appearance
2. interview
3. employ
4. work
6. commission
8. month
10. evening
12. temporary
15. experience
16. answer
18. manager
19. general
20. truck
21. salary
22. company

**Assignment 2**

A. 20 hrs. x $3 per hour = $60 per week
$60 per week x 4 weeks = $240 per month
$240 x 30% = $72

B. 1. $450 x 40% = $180
2. Two payments of $90.00 ($180 ÷ 2 payments)
3. Four payments of $45.00 ($180 ÷ 4 payments)

**Assignments 3-12**

Evaluated to the satisfaction of the instructor.

## UNIT I

## JOB APPLICATION AND INTERVIEW
## ANSWERS TO TESTS

**Part 1**

1.

| | | | | | |
|---|---|---|---|---|---|
| a. | 5 | | h. | 3 | |
| b. | 1 | | i. | 6 | |
| c. | 7 | | j. | 4 | |
| d. | 2 | | k. | 14 | |
| e. | 13 | | l. | 12 | |
| f. | 10 | | m. | 9 | |
| g. | 8 | | n. | 11 | |

2.

| | | | |
|---|---|---|---|
| a. | Assistant | k. | Maintenance |
| b. | Building | l. | Monday through Friday |
| c. | Business | m. | Necessary |
| d. | Company | n. | Part-time |
| e. | Commission | o. | References required |
| f. | Department | p. | Reliable |
| g. | Experience | q. | Salary open |
| h. | Hour | r. | Temporary job |
| i. | Housekeeper | s. | Typing |
| j. | Manager | | |

**Part 2**

1.

| | |
|---|---|
| a. | |
| b. | √ |
| c. | √ |
| d. | √ |
| e. | |

2.

| | | | |
|---|---|---|---|
| a. | True | f. | True |
| b. | False | g. | True |
| c. | False | h. | True |
| d. | True | i. | True |
| e. | True | j. | False |

3. a. Offers job information.
   b. Offers career counseling through counselors and teachers.

**Part 3**

1. a. True
   b. False
   c. True
   d. False
   e. True
   f. True

2. a. X
   b.
   c.
   d.
   e. X
   f. X
   g.
   h. X
   i. X
   j. X
   k. X
   l. X
   m.
   n. X
   o. X
   p. X
   q.

3. a. Take two copies to the interview.
   b. Mail one copy with your letter of application
   c. Keep a copy in a safe place and update it each time you change a job.

**Part 4**

1. a. True
   b. False
   c. False
   d. True
   e. True

2. a. Letter
   b. Understood
   c. Neatly
   d. Positive
   e. Spelling, grammar, capitalization
   f. Smudges or erasures
   g. Person
   h. Appropriately

3. a.
   b. X
   c. X
   d. X
   e.
   f. X
   g. X
   h.
   i. X
   j. X
   k. X

**Part 5**

| | | | | |
|---|---|---|---|---|
| 1. | a. | Application form | 2. | a. |
| | b. | Entire | | b. |
| | c. | Personal data sheet | | c. |
| | d. | Recheck | | d. |
| | e. | Not applicable | | e. |

**Part 6**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | a. | No | 2. | a. | ✓ | f. | |
| | b. | No | | b. | ✓ | g. | ✓ |
| | c. | Yes | | c. | | h. | ✓ |
| | d. | Yes | | d. | | i. | |
| | e. | Yes | | e. | ✓ | j. | ✓ |
| | f. | No | | | | | |
| | g. | Yes | | | | | |

**Part 7**

| | | | | | |
|---|---|---|---|---|---|
| 1. | a. | No | 2. | a. | |
| | b. | Yes | | b. | |
| | c. | Yes | | c. | |
| | d. | No | | d. | |
| | e. | Yes | | e. | |

| | | | | |
|---|---|---|---|---|
| 3. | a. | True | g. | False |
| | b. | True | h. | True |
| | c. | False | i. | False |
| | d. | False | j. | True |
| | e. | True | k. | False |
| | f. | False | l. | True |

| | | | | |
|---|---|---|---|---|
| 4. | a. | | h. | |
| | b. | X | i. | X |
| | c. | | j. | X |
| | d. | | k. | |
| | e. | X | l. | X |
| | f. | X | m. | |
| | g. | X | n. | X |



75

5. a. True
   b. True
   c. False
   d. True
   e. False

6. a. Letter
   b. Interest
   c. Interview
   d. Sell
   e. Offered

**Part 8**

1. a. Skills
   b. Work
   c. Experience
   d. Vocational
   e. Personality
   f. People

2. a. 3
   b. 2
   c. 6
   d. 5
   e. 1
   f. 4
   g. 3
   h. 4
   i. 1
   j. 3
   k. 2
   l. 1
   m. 3
   n. 5

## UNIT I

## JOB APPLICATION AND INTERVIEW

## INFORMATION SHEET 1--TERMS AND DEFINITIONS

I. Terms

A. Applicant--Individual applying for a job.

B. Blind ad--Advertising that does not identify the advertiser; applicant is asked to send a letter of application to a post office box number or call a certain number.

**EXAMPLES:**

**COOK-HOUSEKEEPER**

Live in. $600 mo. References
Write this paper. Box 31728

**COLLECTION TRAINEE**

International publishing company has opening in credit & collection department. Previous bank, finance or retail experience necessary. No outside work involved. Many company benefits. Send resume outlining experience and salary requirements. J. Wirtz, PO Box 960. Daly City, Calif. 94017.

C. Classified ads--Advertising that is grouped in sections by the product or service offered.

D. Educational background--A complete record of your education.

**EXAMPLE:** Schools attended: courses taken.

E. Employee--One employed by another, for wages or salary.

F. Employer--One who hires another for wages or salary.

(**NOTE:** An employer may be a person or a whole company.)

G. Employment agency--Establishment that finds jobs for people.

H. Employment wanted ad--Advertisement placed by an individual seeking employment and telling what his/her qualifications are.

**EXAMPLE:** Enthusiastic young man needs part-time mechanics position after school and weekends. Will furnish references. Contact Eddie Brown at 677-4153.

I. Extra-curricular activities--Ways the applicant spends leisure time.

J. Fringe benefits--The "extras" provided by an employer, such as paid vacations, sick leave, and insurance protection.

K. Help wanted ad--Advertisement telling what kind of job is available and what the required qualifications are.

EXAMPLES:

**AUTO** mechanic. Journeyman pref. Chrysler exper. Apply in person. Jim Barclay DALAND MOTORS. 460 El Paso. Millbrae, 697-8397.

**SALESGIRL** - ladies apparel. some exp. nec. 1/2 day Sat. only. Call Mr. Marvin, days 431-8539.

L. Interviewer--Person who interviews the applicant.

M. Legible--Neat and readable.

N. Marital status--Indicates whether the applicant is single, married, or divorced.

O. Personal data information sheet--A written summary of the applicant's important information.

P. Personnel--Those individuals who are employed in a factory, office, or organization.

Q. Qualification--The characteristics, training, schooling, and accomplishments required of an applicant for a job.

R. Reference--Person, usually unrelated, who can provide information about the applicant.

S. Salary--A fixed sum the applicant receives for services rendered.

T. Vocational preparation--Skills in a vocational area gained through formal schooling or work experience.

U. Wage--A set amount to be paid each hour.

II. Abbreviations commonly found in want ads.

A. Agency: an employment agency

B. Ans.: answer; to reply to

C. Appt.: appointment; a time for meeting to talk about the job

D. Asst.: assistant; one who helps another person on a job

E. Attr.: attractive; good-looking

F. Bldg.: building

G. Bus.: business

H. Call: telephone

I. Co.: company

J. Comm.: commission

K. Dept.: department

L. Drv. Lic.: driver's license

M. Employ: to hire a person to work

N. Eve.: evening, night

O. Excel.: excellent; very good

P. Exper.; Ex.: experience; what you have worked before

Q. Gd. sal.: good salary

R. Gen.: general

S. Hr.: hour

T. Hrly.: hourly

U. Hskpr.: housekeeper

V. Lt.: light; does not involve much of this work

W. Mang.: manager; person who handles the affairs of a business

X. Maint.: maintenance

Y. Mech.: mechanic, or mechanical

Z. M-F.: Monday through Friday

AA. Mo.: month

AB. Natl.: national

AC. Nec.: necessary

AD. Pt. time: part-time jobs

AE. Perm.: permanent

AF. Per mo.: per month; each month

AG. Per wk.: per week; each week

AH. Refs.: references; people who can speak well of you

AI. Ref. req.: you must send references when you apply



'79

AJ. Rel.: reliable; a person who can be counted on

AK. Sal.: salary; a set amount paid

AL. Sal. open: salary open; the salary will be agreed upon between the employer and employee

AM. Sm.: small; some

AN. Temp.: temporary job

AO. Trans.: transportation

AP. Trk.: truck

AQ. Typ.: typing

AR. Wk.: week or work

AS. Wkdys.: week days

AT. Wkly.: weekly, each week

AU. Yr.: year

AV. Yrly.: yearly; each year

AW. $$: dollars, money

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 1--WANT-AD WORDS CROSSWORD PUZZLE

**Directions:** **Using the word list below, fill in the blanks in the sentences. Then use the sentences to complete the crossword puzzle on the following page.**

| | | | |
|---|---|---|---|
| agency | company | maintenance | truck |
| answer | employ | month | typing |
| appearance | evening | national | wage |
| appointment | experience | part-time | work |
| attractive | general | salary | yearly |
| call | interview | start | |
| commission | manager | temporary | |

**ACROSS:**

5. A person that is good-looking is said to be _____.
7. "Pt. time" means that the job is _____.
9. "Maint." is the abbreviation for _____.
11. A job with the First "Natl." Bank means the job is with the First _____Bank.
13. The "start." salary is the salary you will _____out with.
14. The set amount to be paid each hour is the _____.
17. An _____is a time set for meeting to talk about the job.
23. "To _____for an appointment" means you should telephone the company to arrange a time for a meeting.
24. An employment agency is simply called an _____in the want ads.
25. "Yrly." means _____, or that something will happen each year.
26. If the ad says that "typ. required," you know that _____is required for the job.

**DOWN:**

1. How you look and dress is your _____.
2. A personal meeting with an employer is an _____.
3. To _____a person means to hire a person to work.

4. In want ads, the abbreviation "wk." can either mean week or _____.

6. "Salary plus comm." means the employee will receive a salary plus a _____.

8. If the salary for a job is $600 per _____, the want ad would read "$600 per mo.".

10. The abbreviation for _____is "eve.".

12. A "temp." job would mean the job is _____.

15. Your _____is what you have worked at before.

16. To "ans." an ad means to _____the ad, or to reply to it.

18. The _____is the person who handles the affairs of a business.

19. An ad for a "gen. mech." is an ad for a _____mechanic.

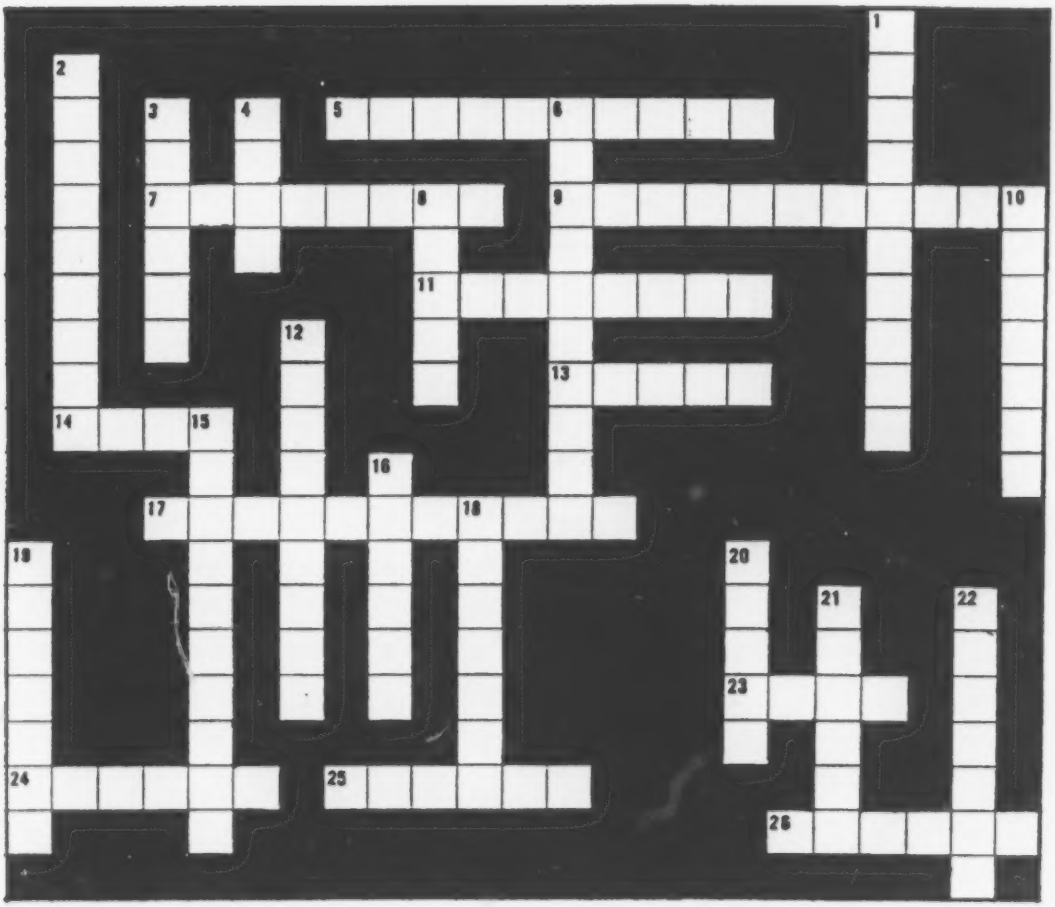
20. An ad for a "trk. driver" is an ad for a _____driver.

21. A set amount paid an employee per month is a _____.

22. The J.E. Smith Co. means the J.E. Smith _____.

## WANT-AD WORDS CROSSWORD PUZZLE

**Directions:** **Complete the Crossword Puzzle by using the clues you completed in the statements on the previous page.**



## UNIT I

## JOB APPLICATION AND INTERVIEW

## TEST--PART 1

1. Match the terms listed on the right to the correct definition on the left by placing the number of the correct answer in the blank provided.

| | | | | |
|---|---|---|---|---|
| _____ | a. | Establishment that finds jobs for people. | 1. | Classified ads |
| _____ | b. | Advertising that is grouped in sections by the product or service offered. | 2. | Help wanted ad |
| _____ | c. | Advertising that does not identify the advertiser. | 3. | Personnel |
| _____ | d. | Advertisement telling what kind of job is available and the required qualifications. | 4. | Employee |
| | | | 5. | Employment agency |
| _____ | e. | Indicates whether applicant is single, married, or divorced. | 6. | Employer |
| _____ | f. | A set amount to be paid each hour. | 7. | Blind ad |
| _____ | g. | Person, usually unrelated, who can provide information about the applicant. | 8. | Reference |
| _____ | h. | The individuals who are employed in a factory, office, or organization. | 9. | Extra-curricular activities |
| _____ | i. | One who hires another person for wages or salary. | 10. | Wage |
| _____ | j. | One employed by another for wages or salary. | 11. | Fringe benefits |
| _____ | k. | A complete record of one's education. | 12. | Legible |
| _____ | l. | Neat and readable. | 13. | Marital status |
| _____ | m. | Ways the applicant spends leisure time. | 14. | Educational background |
| _ __ | n. | The "extras" provided by an employer, such as paid vacations, sick leave, or insurance protection. | | |

2. Here is a list of abbreviations of words that are commonly found in want ads. Write the complete word in the space at the right.

a. Asst. _____

b. Bldg. _____

c. Bus. _____

d. Co _____

e. Comm. _____

f. Dept. _____

g. Exper. _____

h. Hr. _____

i. Hskpr. _____

j. Mang. _____

k. Maint. _____

l. M-F _____

m. Nec. _____

n. Pt. time _____

o. Ref. req. _____

p. Rel. _____

q. Sal. open _____

r. Temp. _____

s. Typ. _____

## UNIT I

## JOB APPLICATION AND INTERVIEW

## INFORMATION SHEET 2--WHERE TO FIND THE JOB YOU WANT

I. Friends and relatives--This is the most common source for finding a job.

II. Newspaper want ads--The local newspaper want ad section lists free employment leads.

III. Radio and television--These media sometimes offer excellent leads for employment.

IV. Employment agencies--This source is available for a fee to persons looking for more technical jobs or when other resources fail.

A. Types of agencies

1. Private agency

a. Charges a fee for placement services

(NOTE: The applicant is required to pay the placement fee unless the job is "fee paid" which means the hiring employer pays the placement fee.)

b. Collects a fee when employment is secured.

1. Percentage of the annual salary

2. May collect a flat rate

c. Controlled by state laws

2. Public agency

EXAMPLE: State Employment Commission

a. Does not charge a placement fee for services

b. Supported by state and federal governments

B. Services provided by employment agencies:

1. For employees

a. Finds jobs for workers

b. Provides career counseling

c. Provides vocational testing

d. Arranges interviews with employers

2. For employers

   a. Finds workers for jobs

   b. Matches applicants to jobs

   c. Screens unqualified applicants

   d. Arranges interviews with applicants

   e. Provides necessary skill and knowledge testing.

      **EXAMPLES:** Basic math and language skills, spelling, typewriting.

V. School placement service

   A. Offers job information.

   B. Offers career counseling through counselors and teachers.

# THE JOB HUNTER'S GUIDE

**TIPS TO HELP YOU GET A JOB**

**(Or, how NOT to be**

**embarrassingly and**

**unproductively unemployed!)**

105

TM-1

88

89

# WHERE TO START

- Ask friends and relatives
- Read want ads of newspapers
- Contact business personnel offices

- Contact employment agencies
- Ask school personnel
- Watch for special ads

107

TM-2

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 2--FIGURING EMPLOYMENT AGENCY FEES

**Directions:** **Complete the sample contract on the next page, selecting the fee payment method of your choice. Then answer the following questions.**

A. Using the terms in the employment agency contract, figure the fee that would be paid for a part-time job with wages of $3.00 an hour, 20 hours per week, for four weeks. _____

B. 1. Sometimes the company agrees to pay the employment agency fee for the new employee. How much would the fee be for a job paying $450 per month? _____

2. If the new employee pays the fee in two equal payments, how much would each installment be? _____

3. If the new employee is paid weekly, how much would each installment payment be?

## COLLINS EMPLOYMENT AGENCY

COLLINS Employment Agency provides this contract to protect you and the agency. It is very important that you read all details carefully and ask for a full explanation of any portion that is not clear to you. Our agency is bonded and licensed by the Texas Department of Labor.

I hereby employ the COLLINS Employment Agency to assist me in securing a position. I understand that I am to keep all information given to me regarding positions in strict confidence and agree to report the acceptance of a job and the results of the interviews to the COLLINS Employment Agency. I also understand that if any position is offered me as a result of being sent by this agency, I am obligated to the agency.

Upon acceptance of the position that was secured for me by the COLLINS Employment Agency, I agree to pay the fee as follows:

15% of 1st full month gross pay if pay is $99.99 or less; 20% of 1st full month gross pay if pay is $100.00-$199.99; 30% of 1st full month gross pay if pay is $200.00-$399.99; 40% of 1st full month gross pay if pay is $400.00-$599.99; $600.00 and above--percentage of annual income to be agreed upon by both parties.

(This fee schedule is established by state law.)

____I will pay the fee in full within 10 days of accepting the job.

____I will pay in two (2) equal installments if I am paid monthly.

____I will pay in three (3) equal installments if I am paid twice a month.

____I will pay in six (6) equal installments if I am paid weekly.

In the event this placement fee is not paid in accordance with the above, I further agree to pay reasonable attorney fees and court charges that are necessary in collecting any balance that I may owe should I become delinquent with payment.

I HAVE CAREFULLY READ THE ABOVE CONTRACT AND FULLY UNDERSTAND ITS CONTENTS AND DO AGREE TO ABIDE BY ITS CONTENTS.

_____
Signature

_____
Date

(Sample Contract)

## UNIT I

## JOB APPLICATION AND INTERVIEW

## TEST-- PART 2

1. Select from the following statements ways a person looking for a job can use different resources. Place a "√" in the blank for those statements that are sources of job information.

   _____a. Persons can read the employment wanted column in the newspaper for listings of possible job openings.

   _____b. Special training courses may be advertised in the newspaper.

   _____c. Career counseling and job information can be obtained from school personnel, like co-op teachers and vocational counselors.

   _____ d. An individual should tell friends and relatives that he/she wants a job.

   _____e. A person looking for a job can make use of free services of private employment agencies, like job placement.

2. Below are statements concerning employment agencies. Answer by writing **TRUE** or **FALSE** in the blanks.

   _____a. There are two types of employment agencies--public agencies and private agencies.

   _____b. Private employment agencies do not charge a placement fee for their services.

   _____c. In a "fee paid" job, the applicant is required to pay the placement fee.

   _____d. The applicant is required to sign a contract when using the services of a private employment agency.

   _____e. The public employment service that is available free of charge to all Texans is the Texas Employment Commission.

   _____f. Public employment agencies are supported by money from the state and federal governments.

   _____g. Private employment agencies are controlled by state laws.

   _____h. Employment agencies help find jobs for workers and can arrange interviews with employers.

   _____i. Employers can use employment agencies because they can screen workers that are not qualified for the jobs needing workers.

   _____j. School counselors and teachers cannot help in finding jobs or in offering job information.

3. List two services offered by school placement services.

a.

b.

## UNIT I

## JOB APPLICATION AND INTERVIEW

## INFORMATION SHEET 3--THE PERSONAL DATA SHEET (OR RESUME)

I. Standards for writing a personal data sheet

- A. Organized logically
- B. Neatly written or typed
- C. Free from spelling errors
- D. Presented in an outline form
- E. Honestly presents qualifications and experiences

II. Information to be included.

- A. Name, address, and phone number

  (NOTE: Be sure to use full name and complete address. If you will be moving soon, use both a present address and a permanent address. Always include your ZIP Code and area code.)

- B. Type of job for which you are applying
- C. Small picture of yourself (optional)
- D. Personal information (optional)
  1. Age, height, weight
  2. Health
  3. Date of birth
  4. Social Security number
  5. Marital status--single, married, divorced, separated
- E. Educational Information

  (NOTE: Place the most recent information about your education, work experience, and special activities first.)

  1. Name and address of schools attended
  2. Dates you attended each school

3. Subjects studied

(**REMEMBER:** Be sure to include all courses that will add to your qualifications for the job. Example: CVAE, metal shop, cooperative education program, auto mechanics, typing.)

4. Awards and out-of-class activities

F. Work experience

1. Name and address of company or companies where you have worked.

2. How long you worked there.

3. What you did in that job.

4. Special training received.

G. Special Skills

(**NOTE:** Include any special skills that are related to your hobbies and interests.)

H. References

(**CAUTION:** Be sure to get permission from all persons before listing their names as references.)

1. Former employers

2. Former teachers, especially in vocational or skill-related classes

3. Adult friends

4. Community leaders

(**NOTE:** Avoid using relatives or other teenagers as references.)

III. Use of the personal data sheet

A. Take two copies to the interview.

1. Leave one copy with the interviewer.

2. Use one as a reference in completing the application form.

B. Mail one copy with your letter of application.

C. Keep a copy of the personal data sheet in a safe place and up-date it each time you change a job.

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 3--WRITING A PERSONAL DATA SHEET

**Directions:** **Your personal data sheet should give an accurate picture of you and your qualifications. Often an employer will form the first impression of you from your resume. The better your personal data sheet, the better chance you will have of getting the job! Write your own personal data sheet using the sample on the following pages as a guide.**

Attach
Recent
Photograph
Here
(Optional)

# PERSONAL DATA SHEET

## Personal Information

Name: Judy Jobgetter
Address: 718 Myplace Way
Hometown, Texas 77777
Birthdate: July 4, 1974
Telephone: (214) 348-6907
Marital Status: Single
Social Security Number: 447-48-5527

Birthplace: Youngtown, Texas
Height: 5'5"
Weight: 120
Health: Excellent

## Educational Background

High School: Rahrah High School
1010 High School Road
Hometown, Texas 77777

Dates Attended: 1987-1991

| Related Courses: | | |
|---|---|---|
| | CVAE Co-op | 2 years |
| | Math | 2 years |
| | English | 3 years |
| | Typing | 1 years |

Grade-Point Average: 3.0

## Work Experience

| Dates | Employer | Supervisor | Position | Duties | Reasons for Leaving |
|---|---|---|---|---|---|
| 1988-Present | Fancy Shop 123 Main Hometown, TX 77777 | Mrs. Sally Sales | Sales Clerk | Selling<br>Buying<br>Stocking<br>Inventory<br>Customer Service | Presently Employed |
| 1987-1988 | City Cafe 456 Maple Hometown, TX 77777 | Mr. Ham Burger | Waitress | Taking food orders<br>Cleaning tables<br>Serving orders<br>Food preparation | Began work with CVAE Co-op |

## Special Skills

Operate business machines such as cash registers and calculators
Type 65 words per minute

**Special Activities**

| | |
|---|---|
| **High School:** | Member of Vocational Opportunities Club of Texas<br>VOCT State winner in Job Application and Interview<br>VOCT Chapter President<br>Member of Rahrah High School Drill Team<br>Class Secretary, Tenth Grade<br>Member of Rahrah High School Tennis Team, Ninth Grade |
| **Other:** | Red Cross Volunteer; Chairman of High School Fundraising Drive<br>Member of Northside Church<br>Volunteer at Hometown Mercy Hospital |

**Hobbies and Interests**

Arts and crafts, tennis, swimming, team sports, cooking, and sewing

**References (by permission)**

Mr. D. E. Applesauce
CVAE Teacher-Coordinator
Rahrah High School
1010 High School Road
Hometown, Texas 77777

Mrs. Sally Sales
Fancy Shop
123 Main
Hometown, Texas 77777

Mr. Ham Burger, Owner
City Cafe
456 Maple
Hometown, Texas 77777

Mr. Harvey Halo, Manager
Northside Bible and Book Store
987 Heavenly Way
Hometown, Texas 77777

## UNIT I

## JOB APPLICATION AND INTERVIEW

## TEST--PART 3

1. Read the following statements concerning standards for writing a personal data sheet. Write **TRUE** or **FALSE** in the blanks to answer.

_____a. Should be written in logical order.

_____b. Should not be legible.

_____c. Should not have spelling errors.

_____d. Should be more than one page.

_____e. Should tell the truth about abilities.

_____ f. Should be in outline form to make reading easier.

2. Place an "X" beside the items below that should be included on your personal data sheet.

_____a. Full name

_____b. Nickname

_____c. Name of father and mother

_____d. Place of birth

_____e. Date of birth

_____ f. Serious illnesses or physical problems

_____g. Name of teachers

_____h. Height and weight

_____ i. Marital status

_____ j. Name of schools attended

_____k. Extra-curricular activities

_____l. Name of places you have worked

_____m. Name of secretary where you worked

_____n. What you did on the job

_____o. Skills related to your hobbies

_____p. List of awards you have received

_____q. Name of a relative for a reference

3. Point out the three things you should do with copies of your personal data sheet.

a.

b.

c.

102

## UNIT I

## JOB APPLICATION AND INTERVIEW

## INFORMATION SHEET 4--APPLYING FOR A JOB

I. Applying by telephone

A. Standards for applying by telephone

1. Be friendly and courteous.
2. Be as brief as possible--don't waste the employer's time with unnecessary conversation.
3. Speak clearly so the employer can understand you.
4. Don't chew gum or eat food while talking on the telephone.
5. Have necessary references handy in case some information is needed.
6. Before you call, have in mind what you want to say and how you are going to say it.

B. Steps to follow in giving and getting information over the telephone.

1. Give your name and the purpose for your calling.
2. Ask if the job has been filled.
3. Find out about the job requirements.
4. Ask for an application form.
5. Ask for an appointment for an interview.
6. Mention your personal data sheet if you have one and offer to send a copy.
7. Give your address and phone number.
8. Thank the employer for his/her time.

II. Applying by letter

A. Standards for writing

1. Use an acceptable letter style.
2. Arrange material neatly.
3. Give information in a clear order.
4. Be sure you will be understood.

5. Be brief and to the point--Not "silly" or "flowery."
6. Write in a positive tone.
7. Be sure spelling, capitalization, and grammar are correct.
8. Use 8 1/2" x 11" white typing paper.
9. Paper should be clean with no smudges or erasures.
10. Write on one side of the paper only.
11. Write to a specific person.
12. End the letter appropriately.

    **EXAMPLES:** Sincerely yours or Very truly yours.

B. Information to be included

1. The job you want.
2. How you found out about the job opening.
3. Reason you are interested in the job.
4. Reason why you think you can do the job.
5. Skills you can perform.
6. Where your personal data sheet can be found.
7. Ask for more information about the job.
8. Ask about further application steps.

   **EXAMPLES:** Request application form and request interview appointment.

9. Your present address and telephone number.

# BEFORE YOU APPLY. . .

**Think of all your past achievements and how they can relate to the job for which you are applying**

**HONOR ROLL**

**PERFECT ATTENDANCE**

# GATHER INFORMATION

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 4--USING THE TELEPHONE TO ARRANGE FOR A JOB INTERVIEW

**Directions:** **Role-play a situation where you make an appointment for an interview by phone. Using the checklist below, have the class evaluate your performance.**

| | | Yes | No |
|---|---|---|---|
| A. | Was prepared before calling. | | |
| B. | Did not have to stammer to find the right words. | | |
| C. | Identified self immediately. | | |
| D | Stated reasons for calling immediately. | | |
| E. | Asked the best time for an appointment with the employer. | | |
| F. | Was courteous and friendly. | | |
| G. | Thanked the receptionist. | | |
| H. | Made record for the interview date, hour, and place. | | |
| I. | Asked about picking up or having application sent. | | |

# APPLYING BY TELEPHONE

- Be friendly and courteous.
- Be brief.
- Speak clearly.
- Do not chew gum or eat while on the phone.

- Have the necessary information ready.
- Know what to say before you call.
- Thank the employer for the time.

# YOUR APPLICATION FORM PAINTS A PICTURE OF YOU!

- Be neat
- Write legibly
- Follow instructions
- Be brief
- Be honest
- Avoid "crossouts"
- Answer all questions
- Recheck application for errors

## Make It A Good Picture!

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 5--COMPARE TWO LETTERS OF APPLICATION

**Directions:** **On the following pages are two examples of a letter of application--one is a bad example and the other is a good example. Compare the two letters.**

A. What are some examples of bad form in the first letter from Jimmy Jackson?

B. How does the first letter compare to the second?

**SAMPLE LETTER OF APPLICATION #1**

510 Jardin Rd.
Bigsity, Texas 75428
9/25/90

Mrs. Jamie Jones
The Uptown Shop
Anywhere, Texas 86074

Dear Mrs. Jones,

I am writing you because I really need a job of some kind. I just got out of high shool and have tried everyplace else.

There are a bunch of places I've worked, so I ought to have plenty of experience. I think I can do your business some good and make myself some money.

If you could help me out by giving me a job, I'd sure appreciate it. Hope you'll let me know soon.

Your friend,
Jimmy Jackson

## SAMPLE LETTER OF APPLICATION #2

510 Jardin Road
Bigcity, Texas 76666
September 25, 19XX

Mrs. Jamie Jones, Manager
The Uptown Shop
Anywhere, Texas 86074

Dear Mrs. Jones:

Please consider this letter an application for the position of stock clerk with The Uptown Shop.

In June I graduated from Bigcity High School, where my program included two years of CVAE Co-op. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the vocational program, my work experience was with Mr. Albert Garth of The Supply Market here in Bigcity. Mr. Garth has given me permission to list his name as a reference.

My work experience with The Supply Market was enjoyable, and it is my ambition to continue in this line of work. May I have an interview with you for the position? I will be free to come to your office after three o'clock on any afternoon. I may be reached at the above address or by telephone at 886-1234.

Sincerely Yours,

Jimmy Jackson

Jimmy Jackson

Enclosure

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 6--WRITE A LETTER OF APPLICATION

**Directions:** **Read the want ads below. Find an ad for a job for which you would be interested in applying, and write a letter of application for the job you select.**

### LADIES

CAREER OPPORTUNITY to learn a professional service. Medical field related, good working conditions, no age limit, HS Grad not required. Paid while training. Interviewing 10a.m.-4p.m. 6115 Sherry Ln. in Preston Center.

### SALES

Need career-minded individual for inside furnitiure sales position. 5-day work week. Salary plus. Excellent company benefits. Apply in person to Dennis Miksell, Finger Furniture Rental, 13595 Inwood Rd. 661-3131.

### ASSISTANT MANAGER

Junior specialty store looking for person with managerial potential. Full-time position. Good benefits. Apply in person, Stuarts, 1024 Town East Mall, 270-2937.

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 6--WRITE A LETTER OF APPLICATION

**Directions:** **Read the want ads below. Find an ad for a job for which you would be interested in applying, and write a letter of application for the job you select.**

### LADIES

CAREER OPPORTUNITY to learn a professional service. Medical field related, good working conditions, no age limit, HS Grad not required. Paid while training. Interviewing 10a.m.-4p.m. 6115 Sherry Ln. in Preston Center.

### SALES

Need career-minded individual for inside furnitiure sales position. 5-day work week. Salary plus. Excellent company benefits. Apply in person to Dennis Miksell, Finger Furniture Rental, 13595 Inwood Rd. 661-3131.

### ASSISTANT MANAGER

Junior specialty store looking for person with managerial potential. Full-time position. Good benefits. Apply in person, Stuarts, 1024 Town East Mall, 270-2937.

## UNIT I

## JOB APPLICATION AND INTERVIEW

## TEST--PART 4

1. Read the following statements concerning applying for a job by telephone. Write **TRUE** next to each correct statement and **FALSE** next to each incorrect statement.

   _____a. Be friendly and courteous to everyone to whom you speak.

   _____b. Talk to the employer as long as you can and ask personal questions.

   _____c. Don't worry about what you are going to say before you call.

   _____d. Don't chew gum or eat food while talking on the telephone.

   _____e. Have references near in case the employer asks you to give additional information.

2. Fill in the blanks below with the word or words that best completes the statements concerning the standards for writing a letter of application. The words are located in the list below. There will be some words that will not be used.

| | |
|---|---|
| appropriately | positive |
| capitalization | smudges |
| erasures | spelling |
| grammar | telephone |
| letter | typing |
| neatly | understood |
| person | |

   a. Use an acceptable _____style.

   b. Be sure you will be _____.

   c. Arrange material _____.

   d. Write in a _____tone.

   e. Be sure _____, _____, and _____, are correct.

   f. Paper should be clean with no _____or _____.

   g. Write to a specific _____.

   h. End the letter _____.

3. Place an "X" beside the following items that would be included in a letter of application.

_____a. Your Social Security number

_____b. The job for which you are applying

_____c. Why you feel you can do the job

_____d. How you found out about the job

_____e. A list of references

_____f. Skills you can perform

_____g Your present address and phone

_____h. Your educational background

_____i. Ask for more information about the job

_____j. Request an interview appointment

_____k. Awards you received in high school and a list of school activities

## UNIT I

## JOB APPLICATION AND INTERVIEW

## INFORMATION SHEET 5--COMPLETING THE APPLICATION FORM

I. Guidelines for completing application forms

(NOTE: Although each business uses its own application form, general rules of preparation apply to any form.)

A. Look over the entire form before starting to write--do not hurry.

B. Follow directions carefully.

1. Note whether information is to be printed, handwritten, or typed.

2. Carry out all directions.

C. Write clearly, neatly, and legibly.

D. Answer questions briefly.

E. Be honest.

F. Answer all questions.

(NOTE: If questions do not apply to you, write "Not Applicable" or "N/A" in the space to show that you did not overlook the question. Do not leave any questions blank.)

G. Include complete information; use personal data sheet to be sure all information is correct and complete.

H. Recheck application when finished.

I. Avoid cross-outs and obvious erasures.

J. Use the word "open" for questions about minimum salary and discuss salary with the employer at the proper time.

II. Information required

A. Personal information

B. Job desired

C. Educational background

D. Military record

E. Former employers

F. References

G. Health record

H. Signature of applicant

(**NOTE:** The signature of the applicant on the application form is necessary to assure the employer that the information given on the form is true.)

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 7--COMPLETING THE APPLICATION FORM

**Directions:** **The following pages contain an application form. Using your personal data sheet as your source of information, and the sample application sheet as your guide, complete the application form according to the instructions on the form.**

**Remember:** Do not leave any question unanswered. If the question does not apply to you, then write "not applicable" or "N/A" in the space, but do not leave it blank.

# APPLICATION FOR EMPLOYMENT

## PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
Last First Middle

Present Address _____
Street City State

Permanent Address _____
Street City State

Phone No. _____ Own Home Rent Board

Date of birth _____ Height _____ Weight _____ Color of Hair _____ Color of Eyes _____

Married Single Widowed Divorced Separated

Number of children _____ Dependents other than wife or children _____ Citizen of U.S.A. Yes ☐ No ☐

If related to anyone in our employ, state name and department _____ Referred by _____

Last First Middle

## EMPLOYMENT DESIRED

Position _____ Date you can start _____ Salary desired _____

Are you employed now? _____ If so may we inquire of your present employer _____

Ever applied to this company before? _____ Where _____ When _____

## EDUCATION

| | Name and Location of School | Years Attended | Date Graduated | Subjects Studied |
|---|---|---|---|---|
| Grammar School | | | | |
| High School | | | | |
| College | | | | |
| Trade, Business or Correspondence School | | | | |

Subjects of special study or research work _____

What foreign languages do you speak fluently? _____ Read _____ Write _____

U.S. Military or Naval service _____ Rank _____ Present membership in National Guard or Reserves _____

Activities other than religious (civic, athletic, fraternal, etc.) _____

Exclude organizations the name or character of which indicates the race, creed, color or national origin of its members

(CONTINUED ON OTHER SIDE)

**FORMER EMPLOYERS** List below last four employers, starting with last one first

| Date Month and Year | Name and Address of Employer | Salary | Position | Reason for Leaving |
|---|---|---|---|---|
| From | | | | |
| To | | | | |
| From | | | | |
| To | | | | |
| From | | | | |
| To | | | | |
| From | | | | |
| To | | | | |

**REFERENCES:** Give below the names of three persons not related to you, whom you have known at least one year.

| | Name | Address | Business | Years Acquainted |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

**PHYSICAL RECORD:**
List any physical defects

Were you ever injured? Give details

Have you any defects in hearing? In vision? In speech?

In case of emergency notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

**REMARKS:**

Neatness Character

Personality Ability

Hired For Dept. Position Will Report Salary Wages

Approved: 1. 2. 3.

Employment Manager Dept. Head General Manager

## UNIT I

## JOB APPLICATION AND INTERVIEW

## TEST--PART 5

1. Fill in the blanks to make the following statements complete concerning completing an application form.

   a. Although each business uses its own _____ _____, general rules of preparation apply to any form.

   b. Before starting to write, look over the _____form correctly.

   c. Use your _____ _____ _____ as a reference to be sure you have completed it correctly.

   d. _____ the application when you have finished to be sure you have completed it correctly.

   e. If questions do not apply to you, write _____ _____ to show that you did not overlook the question.

2. Select the items below that would be found on an application form by circling the letter in front of the statement.

   a. Personal information about yourself.

   b. How you found out about the job.

   c. Your health record, giving any serious illness or physical handicaps.

   d. Record of military service.

   e. Names of parents.

## UNIT I

## JOB APPLICATION AND INTERVIEW

## INFORMATION SHEET 6--PREPARING FOR THE INTERVIEW

I. Things to do before the interview

A. Call or write for an appointment.

B. Learn about the job for which you are applying.

C. Learn as much as possible about the company.

D. Find out the name and title of the interviewer, if possible.

E. Review your personal qualifications.

F. Think through possible questions the interviewer might ask.

G. Think about questions to ask about the job and the company.

(NOTE: Always have some questions ready to ask the interviewer. This shows an interest in the company.)

1. Is the job permanent?
2. What type of advancement is there in the company?
3. What are the fringe benefits?
4. What kind of salary increases are included?
5. When can you find out whether or not you were hired?

H. Gather materials you will need for the interview.

1. Two copies of your personal data sheet
2. Two pens
3. A copy of your school records
4. Any information relating to you or your qualifications for the job

II. Things to consider before applying for a job.

A. Consider the job

1. The kind of job

**EXAMPLE:** You would dress differently to apply for a job as an auto mechanic at Charlie's Garage than if you were applying as a sales clerk at Dillard's.

2. Salary range

**(NOTE:** Dress to fit the salary range of the job for which you are applying.)

3. Age of the interviewer

**REMEMBER:** Generally, older persons prefer more conservative clothes.

B. Consider your personal traits

1. Coordinate the colors, patterns and fabrics of the clothes.

2. Select styles to complement the shape of your face and your body structure.

3. Select more conservative clothes rather than high-fashion items or fads.

**(NOTE:** A good rule of thumb is to select items that have been popular at least two seasons.)

**EXAMPLES:** Traditional shoes vs. high-heeled shoes, simple jewelry, no sunglasses during the interview.

4. Choose clothes that are modest.

**EXAMPLES:** Buttoned shirt or blouse; fashionable but modest skirt length; well-fitting clothes (not too tight).

C. Consider personal grooming

1. Body clean and odor-free.

2. Freshly shaven.

3. Hair neat, clean, and trimmed.

4. Hands and nails clean and trimmed.

5. Makeup freshly applied and not overdone.

6. Teeth brushed.

7. Mouthwash used.

8. Clothing clean and pressed.

9. Shoes cleaned and polished.
10. No strong colognes or aftershave lotions.

# FOR THE INTERVIEW

APPEARANCE COUNTS!

so put your best foot forward.

155

TM-7

127

128

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 8--ANSWERING QUESTIONS THE EMPLOYER MAY ASK

**Directions:** **In a job interview it is your responsibility to "sell" yourself. You must be prepared to answer any questions asked in a manner that will leave a favorable impression. Select any ten of the following questions and write your answer in the space provided.**

A. What are your future plans?

B. In what school activities have you participated?

C. How do you spend your spare time? What are you hobbies?

D. In what type of position are you most interested?

E. Why do you think you might like to work for our company?

F. What jobs have you held? Why were you hired and why did you leave?

G. What courses did you like best? Least? Why?

H. Why did you choose your particular field of work?

I. What qualifications do you have that make you feel that you will be successful in your field?

J. What are your ideas on salary?

K. How do you feel about your family?

L. Do you prefer any specific geographic location?

M. What do you think determines a person's progress in a good company?

N. What personal characteristics do you feel are necessary for success in your chosen field?

O. Do you think you would like this particular type of job?

P. What kind of boss do you prefer?

Q. What have you learned from some of the jobs you have had?

R. What interests you about our product or service?

S. Do you feel you have done the best work you could do in your classes?

T. What is your major weakness?

## UNIT I

## JOB APPLICATION AND INTERVIEW

## TEST--PART 6

1. Read the following statements concerning things to do before a job interview. Write YES or NO in the space at the left.

_____a. It is not necessary to call or write for an appointment for an interview.

_____b. Before the interview you should not learn about the job for which you are applying.

_____c. Try to learn as much as you can about the company.

_____d. It is a good idea to learn the name and title of the interviewer.

_____e. You should try to think of questions to ask about the job and the company.

_____f. It is not a good idea to think through possible questions the interviewer might ask.

_____g. When gathering materials to take to the interview, you should include two copies of your personal data sheet and two writing pens.

2. Place a "√" beside the items below that would be things to consider before a job interview.

_____a. Dress differently when applying for an inside job than for an outside job.

_____b. Consider the kind of job for which you are applying.

_____c. The age of the interviewer should not be considered.

_____d. The salary range of the job for which you are applying should not be considered.

_____e. Clothing styles should complement your face and body structure.

_____f. High-fashion clothes are better than conservative clothes.

_____g. Catalog outlets such as J.C. Penney, etc., are a good source of what is fashionable.

_____h. No sunglasses should be worn during the interview.

_____i. "Sexy" clothes are better than modest clothes.

_____j. Make-up should be freshly applied but not overdone.

## UNIT I

## JOB APPLICATION AND INTERVIEW

## INFORMATION SHEET 7--THE INTERVIEW

I. Before the interview

A. Go alone: Don't take parents or friends.

(**NOTE:** If a friend wishes to apply at the same place, go at different times.)

B. Allow enough time to arrive 10 to 15 minutes early. **DO NOT BE LATE!**

C. Review important information.

1. Name and title of the interviewer
2. Facts about the company and its products
3. Reasons you want the job

D. Dress appropriately.

II. Meeting the receptionist-secretary

A. Smile.

B. Introduce yourself, stating that you have an appointment and with whom.

**EXAMPLE:** "Good Morning. I am applying for a job as mail clerk. I have a 10:10 appointment with Mr. Patton."

C. Wait patiently for instructions and follow them carefully.

III. Starting the interview

A. Walk with poise and confidence.

B. Smile and greet the interviewer with a firm handshake.

C. Call the interviewer by name.

D. Introduce yourself.

E. State the purpose of your visit.

**EXAMPLE:** "Hello, Mr. Patton. I am George Anderson and I am applying for a job as a mail clerk."

F. Listen for instructions.

G. Be seated only at interviewer's request.

H. Try not to show signs of nervousness. A deep breath will often help to relax you.

(**NOTE:** If you do not know where to put your hands, leave them on your lap and keep them still.)

I. Do not place personal things on interviewer's desk.

J. Do not smoke or chew gum.

K. Look interested and enthusiastic.

L. Be confident.

M. Be courteous and polite.

(**REMEMBER:** Good manners never go out of style!)

IV. Answering questions during the interview

A. Do not interrupt the interviewer.

B. Explain yes and no answers.

C. Do not criticize former employers or competitors.

D. Do not talk about personal problems.

E. Answer all questions honestly; don't try to "talk around" the answer or hide information.

**EXAMPLE:** "The thing I liked least about my last job was that I was on the night shift and couldn't get changed. I really wanted to be home with my family at night."

"Truthfully, my relationship with my supervisor could have been better. We seemed to have a personality conflict and never became fond of each other. However, we did manage to work together."

F. Give positive answers to unfavorable questions.

**EXAMPLE:** Interviewer: "Your work experience doesn't seem to relate specifically to this job. Why do you feel qualified for this position?"

Applicant: "I understand your concern. However, my job experience is broad enough to permit me to work into this particular situation. I would also be willing to receive additional training."

G. Find a true, positive statement concerning your reasons for leaving previous jobs, even when you were fired.

**EXAMPLE:** "I was laid off, but I learned from my mistakes."

H. Try to mention your best qualities.

I. Do not "ramble," give clear, definite answers.

J. Avoid questions concerning politics, economics, religion, and other controversial subjects.

K. Be specific in answering questions about your career and what you want to accomplish.

L. Look directly at the interviewer.

M. Speak in a clear voice.

N. Use correct English. Avoid using slang words or phrases.

O. Sell yourself, always look for a positive answer.

P. Show interest in the company by asking questions.

Q. Give the interviewer the opportunity to mention salary and fringe benefits.

V. Closing the interview

A. Watch for signs the interview is over, like the interviewer shuffling papers and moving around in chair.

B. Ask "May I say one more thing?" or "Would you be interested in . . ..?" if the interviewer seems to be ending before all important selling points have been made.

C. Thank the interviewer for his/her time.

D. Leave when the interview has ended.

**REMEMBER:** The employer's time is valuable. Do not waste it with unnecessary talk.

E. Learn from every situation, even if this interviewer does not offer you the job.

VI. Following up the interview

**EXAMPLES:** Write a thank-you letter, call, or visit the company again.

(**NOTE:** Follow up the interview even if you are not interested in the job or you are not offered the position.)

A. Express your interest in the job.

B. Express appreciation to the interviewer for the opportunity to interview with the company.

C. Answer questions you were not able to answer in the interview.

D. Take the opportunity to sell yourself a little more.

E. Make a follow-up telephone call.

1. Include the following information:

   a. Your name

   b. Date of your interview

   c. Position for which you were interviewed

2. Ask whether a decision has been made.

   **EXAMPLE:** Incorrect: "Hello, Mrs Johnson. This is Dan Morgan. You told me you would let me know about the job, but I haven't heard anything from you. Why haven't you called me?"

   Incorrect: "This is Dan Morgan. Did I get the job?"

   Correct: "Hello, Mrs. Johnson. This is Dan Morgan. I interviewed with you on April 12th for the position of offset press operator. Have you made a decision on my application yet?"

3. If someone has already been hired, thank the interviewer for considering you but express continued interest in working for the company.

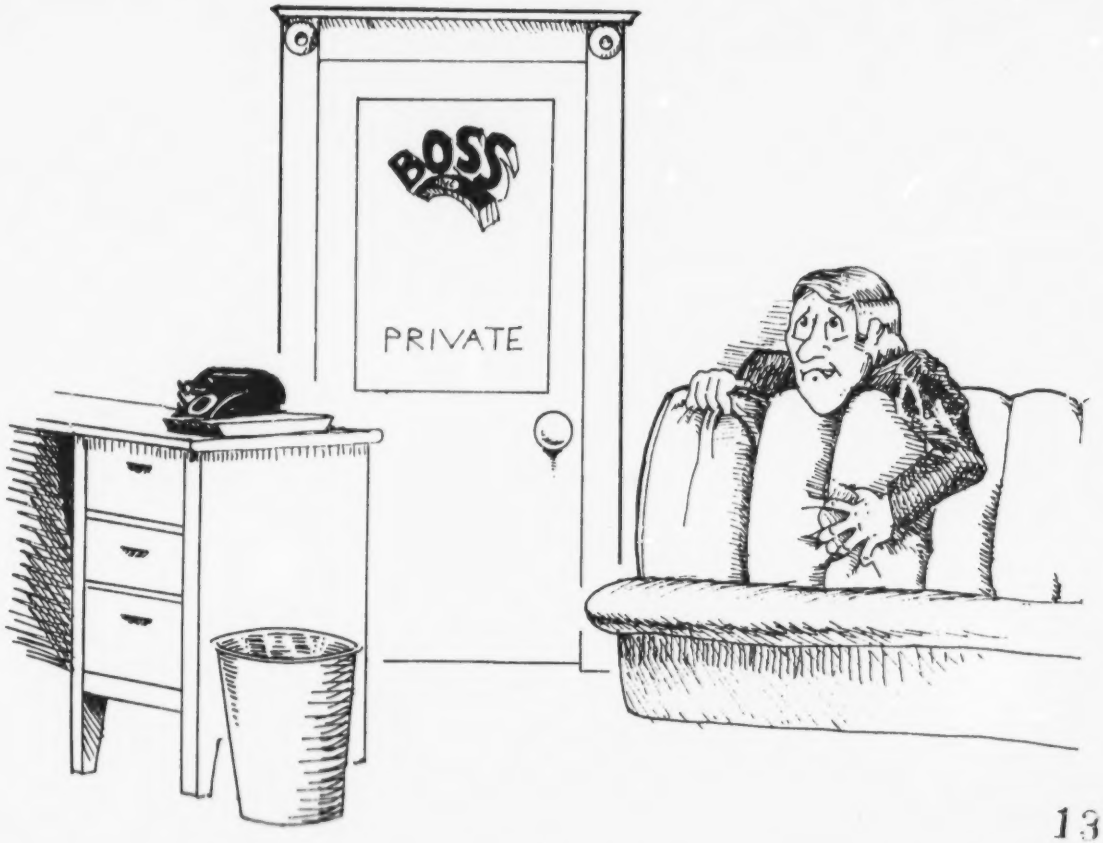
   **EXAMPLE:** Incorrect: "Oh well, that's my luck. Thanks anyway."

   Incorrect: "I didn't want to work for your company anyway."

   Correct: "I am sorry I was not hired. Thank you for at least considering my application. I am still interested in working for the company and would appreciate your keeping my application on file."

# IT IS NORMAL TO BE A LITTLE NERVOUS...

THE FIRST TIME YOU APPLY FOR A JOB




165

TM-8

136

137

167

TM-9

# AT THE INTERVIEW

**CONVINCE THE INTERVIEWER YOU CAN DO THE JOB.**
**SELL YOURSELF**

1. **Sit upright in your chair.**
2. **Look the interviewer in the eyes.**
3. **Answer all questions honestly.**
4. **Try to give a favorable response to unfavorable questions.**
5. **Thank the interviewer after the interview is over.**

# HOW YOU TELL THE EMPLOYER YOU CAN DO THE JOB ...

**MAY DETERMINE IF YOU ARE HIRED**

BEST COPY AVAILABLE

# WHAT THE EMPLOYER LOOKS FOR IN AN EMPLOYEE

1. **BASIC SKILLS**
   **Can they get the job done?**

2. **EXPERIENCE**
   **Have they done this kind of work before?**

3. **EDUCATION**
   **Do they have the knowledge to learn new technical skills?**

4. **PERSONALITY**
   **Can they work with other people?**

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 9--PRACTICING THE INTERVIEW

**Directions:** **The following script is an example of a job interview. Have a classmate work with you. Rehearse the script and read it in front of the class to show how an interview might be conducted.**

**A = Applicant**
**I = Interviewer**

A (Enters room, pauses smiles and approaches Ms. Jones with hand extended to shake hands.) Hello, Ms. Jones, I'm Chris Miller and am applying for the job that you advertised in Friday's *Daily Times.*

I Hello, Chris. Won't you have a seat?

A Thank you. I have a personal data sheet which may be helpful to you. (Hands Ms. Jones the personal data sheet and sits down.)

I This is a very well-prepared data sheet. Well, Chris, tell me about yourself.

A I'm a junior at Lincoln High School where I'm enrolled in a vocational course. I'm interested in working in a business like yours while going to school and when I graduate. My older brother works in a similar business in Big City, and I think there are a lot of future opportunities in this field.

I Chris, have you had any work experience or are you currently working anywhere?

A Yes, Ms. Jones I am working as a cook for Leo's Catering Service. I am responsible for keeping the checkout area clean and well-stocked as well as for preparing and serving food. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from you job at the catering service?

A Probably the most important thing I have learned is how to work with people.

I What kind of person is your employer and how do you get along?

A My employer offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more chance for me to develop the skills necessary to reach my career goals.

I How did you get the job at the catering service?

A A friend of mine who used to work there recommended me.

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I In which school activities are you involved this year?

A I am a member of the student council and choir. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I Do you have any financial obligations, such as a car payment?

A Yes, I owe a few payments on my car.

I How much do you expect to earn?

A I understand from some of the other employees that a person begins at the minimum wage and can advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 10--PARTICIPATING IN AND EVALUATING THE JOB INTERVIEW

**Directions:** **In a role-playing situation, you will participate in a job interview with your instructor acting the part of the interviewer. Prepare yourself as you would for an actual job interview. After completing the job interview, evaluate the interview situation according to the following checklist by placing an "X" in the appropriate column.**

| **Appearance** | **YES** | **NO** |
|---|---|---|
| 1. Clothing clean and well pressed. | | |
| 2. Clothing conservative in style. | | |
| 3. Body clean and odor free. | | |
| 4. Hair trimmed, clean, and combed. | | |
| 5. Shoes polished. | | |

| **Behavior** | | |
|---|---|---|
| 1. Reported to interview area five minutes before scheduled interview. | | |
| 2. Greeted interviewer with a smile. | | |
| 3. Introduced self. | | |
| 4. Shook interviewer's hand. | | |
| 5. Sat only when asked to do so. | | |
| 6. Kept eye contact with interviewer. | | |
| 7. Listened carefully to what interviewer said. | | |
| 8. Thought questions out before answering. | | |
| 9. Spoke well of previous employers and associates. | | |
| 10. Showed desire to work. | | |
| 11. Was open to new ideas. | | |

## UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 11--FOLLOWING UP THE INTERVIEW

**Directions:** **Using the sample follow-up letter on the next page as an example, write a follow-up letter of your own to thank a personnel director for the interview.**

**SAMPLE FOLLOW-UP LETTER**

711 Yellow Brick Road
Big City, Texas 77771
June 20, 19XX

Mr. Ned Niceguy
Success Business Company
1400 Opportunity Lane
Big City, Texas 77799

Dear Mr. Niceguy:

Thank you for interviewing me for the sales position in your business office. I feel that working for Success Business Company would be enjoyable and that I am able to do the work. I hope that I will have the opportunity to prove my worth and contribute to your fine company.

The application form you gave me is enclosed.

I will be attending a special workshop on retail sales during the month of August, but I will be available for work on September 5. You may call me at my home after 3:30. The number is 886-1234.

Thank you again for allowing me the opportunity of visiting you and your outstanding company.

Sincerely yours,

Gary Gogetter

Gary Gogetter

Enclosure

## UNIT I

## JOB APPLICATION AND INTERVIEW

## TEST--PART 7

1. Write "yes" in the blank by the things that should be done to prepare for the interview; write "no" beside the things that should not be done.

   _____a. Take parents or friends with you.

   _____b. Arrive at least 10 to 15 minutes early.

   _____c. Review important information.

   _____d. Apply with a friend who wants to work at the same place.

   _____e. Review the name and title of the interviewer.

2. Select the items below that you should remember to do when meeting the receptionist or secretary by circling the letter of correct statements.

   a. Give the secretary your personal data sheet.

   b. Smile and be friendly.

   c. Ask where the interviewer is and then go immediately to that office.

   d. Introduce yourself and tell why you are there.

   e. Wait for instructions; then follow them carefully.

3. Write **TRUE** or **FALSE** to answer the following statements about starting the interview.

   _____a. Walk with confidence when you enter the interview room.

   _____b. Greet the interviewer with a smile.

   _____c. Do not call the interviewer by name.

   _____d. Do not introduce yourself.

   _____e. State why you are there.

   _____f. Do not say what you are applying for.

   _____g. Sit down as soon as you see a comfortable chair.

   _____h. If you are nervous, take a deep breath to help you relax.

   _____i. A woman should put her purse on the interviewer's desk.

   _____j. You should not smoke or chew gum during the interview.

_____k. Do not sit forward in your chair because it makes you seem too anxious.

_____l. Let the interviewer know you are confident in your own abilities.

4. Place an "X" beside the following sentences that state good guidelines to remember in answering questions during an interview.

_____a. Interrupt the interviewer if you have something to say.

_____b. Explain "yes" and "no" answers.

_____c. Tell how bad your former employers were.

_____d. Try to talk "around" any answer that might hurt your chances for being hired.

_____e. Do not talk about personal problems.

_____f. Find a way to give a positive answer to unfavorable questions.

_____g. Find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired.

_____h. Talk about controversial subjects, like politics and religion.

_____i. Try to mention your best qualities.

_____j. Do not "ramble"; give clear, definite answers.

_____k. Do not be specific in answering questions about your career.

_____l. Look directly at the interviewer.

_____m. Use slang words and phrases.

_____n. Show interest in the company by asking questions.

5. Decide which statements are true concerning closing the interview. Place **TRUE** in the blank beside the correct sentences and **FALSE** if not.

_____a. When the interviewer shuffles papers or moves around in the chair, you know the interview is over.

_____b. If the interviewer seems to be ending before all important selling points have been made, simply add a few brief comments at the close of the interview.

_____c. Try to ask the interviewer some personal questions so you will be able to stay longer.

_____d. Thank the interviewer for the time.

_____e. Sit in the outer office for several minutes after the interview has ended.

6. Fill in the blanks to make true statements concerning following up the interview.

   a. An interview may be followed up by making a phone call, making another visit, or writing a _____.

   b. The follow-up gives you another chance to express your _____ in the job.

   c. In the follow-up you should thank the interviewer and express appreciation for the opportunity to _____ with the company.

   d. The follow-up lets you _____ yourself a little more.

   e. You should follow up the interview, even if you are not interested in the job or are not _____ the position.

## UNIT I

## JOB APPLICATION AND INTERVIEW

## INFORMATION SHEET 8--WHAT THE EMPLOYER WANTS IN EMPLOYEES

I. What employers consider when hiring employees.

A. The range of basic skills of the employee

1. The employer's main concern is getting work done at a reasonable cost.

2. The employee must have the skills needed to handle the job.

B. The experience of the employee

C. Education of the employee

(**NOTE:** The ability to learn the technical skills needed in many jobs depends heavily on the quality of your education.)

1. Formal academic education

**EXAMPLE:** High school, college or university

2. Vocational training

D. Personality of the employee

(**NOTE:** As an employee, you bring your skills, training, and experiences to that job. You also bring your personality and character. These characteristics have an effect on whether you succeed on the job.)

1. Ability to work with other people.

2. Ability to get along with other people.

(**NOTE:** A study of beginning workers who had been fired showed that 80% lost their jobs because they were unable to get along with other people.)

3. Good work habits.

II. Reasons people are not hired.

A. Poor attitude

1. Overbearing, overaggressive, conceited, "knows-it-all"

2. Expects too much too soon--unwilling to start at the bottom

3. Makes excuses

3. Makes excuses
4. Lack of tact
5. Lack of courtesy--ill mannered
6. Condemnation of past employers
7. Lazy
8. Intolerant--has strong prejudices
9. Inability to take criticism

B. Personality problems

1. Lack of interest and enthusiasm, indifferent
2. Lack of confidence and poise, nervousness, ill at ease.
3. Lack of maturity
4. Lack of social understanding
5. Indecisive
6. Lack of sense of humor
7. Cynical
8. Radical ideas

C. Poor impression during the interview

1. Poor personal appearance

   (NOTE: Poor personal appearance is the most common reason for rejection of job applicants.)

2. Inability to express self clearly--poor voice, grammar, and diction
3. Fails to maintain eye contact
4. Lacks strong handshake
5. Sloppy or incomplete application form
6. Late arrival for interview without good reason
7. Failure to express appreciation for interviewer's time
8. Indefinite response to questions

D. Poor work habits

1. Lack of planning for career--no purpose and goals
2. Failure to participate in activities
3. Overemphasis on money--interest only in best dollar offer
4. Merely shopping around
5. Wants job only for short time
6. No interest in company or in industry
7. Unwillingness to go where sent
8. No interest in community activities
9. Lack of appreciation of the value of experience

E. Educational background

1. Poor scholastic record--just got by
2. Friction with parents
3. Parents make decisions for him/her
4. Low moral standards
5. Poor handling of personal finances

UNIT I

## JOB APPLICATION AND INTERVIEW

## ASSIGNMENT SHEET 12--WHAT HAVE YOU GOT TO OFFER?

**Directions:** **Read the questions below and answer them honestly to see what kind of employee you will become.**

| | | YES | NO |
|---|---|---|---|
| A. | Do you want to learn new skills and ways of doing things? | | |
| B. | Are you neat in your personal appearance and work habits? | | |
| C. | Are you always on time? | | |
| D. | Can you work without being easily bored or distracted? | | |
| E. | Can you adapt to new situations? | | |
| F. | Can you work under pressure without becoming nervous or upset? | | |
| G. | Do you know your strengths and weaknesses? | | |
| H. | Can you work without showing your emotions? | | |
| I. | Can you do things on your own without being told? | | |
| J. | Are you a responsible person? | | |
| K. | Are you reliable? | | |
| L. | Do you make friends easily? | | |
| M. | Can you cooperate with co-workers? | | |
| N. | Can you follow directions willingly, asking questions when necessary? | | |
| O. | Can you understand and carry out instructions? | | |
| P. | Can you accept criticism? | | |
| Q. | Can you work without constant supervision? | | |
| R. | Can you complete a job once you start it? | | |
| S. | Are you a pleasant person to work with? | | |

**Yes** answers to most questions show the makings of a good employee. More than five **no's** reflect you need some improvement.

## UNIT I

## JOB APPLICATION AND INTERVIEW

## TEST--PART 8

1. Complete the following sentences concerning what employers look for in employees.

   a. One area the employer considers is the range of basic _____of the employee.

   b. The employer is concerned with getting the _____done at a reasonable cost.

   c. The employer looks at the applicant's work record to consider the _____of the employee.

   d. Formal education and_____ training are part of the education of the applicant.

   e. A person who goes to a job takes not only skills, training and experience, but also takes _____and character.

   f. A successful employee must have good work habits and be able to work with other_____.

2. The reasons people are not hired can be grouped into six main categories. Match the reason on the left with the category listed on the right.

   _____a. Sloppy application blank

   _____b. Lack of maturity

   _____c. Parents make the decisions

   _____d. Dislike for school work

   _____e. Makes excuses

   _____f. Lack of planning for a career--no purpose or goals.

   _____g. Failure to express appreciation for the interviewer's time

   _____h. Overemphasis on money; interested only in best offer

   _____i. "Know-it-all," conceited, overbearing

   _____j. Poor personal appearance

   _____k. Cannot make decisions

   1. Attitude problem
   2. Personality problem
   3. Poor impression during the interview
   4. Poor work habits
   5. Educational background
   6. Personal or family problems

_____ l. Lack of courtesy, ill-mannered

_____ m. Asks no questions about the job

_____ n. Poor scholastic record

## COMPLIANCE STATEMENT

**TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION**

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Officer for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

**TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.**

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.